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ABSTRACT

This report summarizes the activities undertaken to aid the California State Department of Education, Vocational Education Unit, and the California Community Colleges Chancellor's Office in their efforts to eliminate sex bias, stereotyping, and discrimination from vocational education programs throughout the state. Activities described include the following: the establishment of a statewide network for information on sex equity issues; the provision of information, counseling, and general assistance to local personnel, parents, students, and the community at large on issues relevant to sex equity and on redress of sex equity grievances; the review of the California Five-Year State Plan to identify the extent to which it reflects the letter and spirit of the law mandating it; the completion of an evaluation of activities and services provided by the state for the purpose of fostering sex equity in vocational education; and the development of an evaluation model to examine the extent to which sex equity has been fostered by the end of the current Five-Year Plan. Findings and recommendations are presented in the report. (JH)

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Final Report: Contract 8003

FOSTERING SEX FAIRNESS IN VOCATIONAL EDUCATION

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For
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and
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TABLE OF CONTENTS

I. Introduction 1

II. Information Network and Assistance with Grievance 26

III. Review of the State Plan and Federal Mandate 41

IV. Evaluation of Activities to Foster Sex Equity in Vocational Education 44

  A. State Staff Interviews Regarding Section 3.14-3.16 of the Five Year Plan 44

  B. Local Site Visits 136

  C. Review of Extant Data 161

  D. Review of Sex Equity Component in Subpart 3 Projects 196

V. A Design for the Summative Evaluation of Efforts to Foster Sex Equity in Vocational Education 200

VI. Appendices 218

  A. Copies of Newsletter

  B. Grievance Manual

FOSTERING SEX FAIRNESS IN VOCATIONAL EDUCATION

I.

INTRODUCTION

INTRODUCTION

The present report summarizes the activities completed by Steiger, Fink, and Kosecoff, Inc. (SFK) under Contract 8003. The activities were undertaken to aid the California State Department of Education, Vocational Education Unit, and the Chancellor's Office, California Community Colleges in their efforts to eliminate sex bias, stereotyping, and discrimination from vocational education programs throughout the state.

SFK activities completed under this contract included:

- the establishment of a statewide network for information on sex equity issues;
- the provision of information, counseling, and general assistance to local personnel, parents, students, and the community-at-large on issues relevant to sex equity and on redress of sex equity grievances;
- the review of the California Five-Year State Plan to identify the extent to which it reflects the letter and spirit of the law mandating it (PL 94-482);
- the completion of an evaluation of activities and services provided by the state for the purpose of fostering sex equity in vocational education; and
- the development of an evaluation model to examine the extent to which sex equity has been fostered by the end of the current Five-Year Plan.

To evaluate the goals, objectives, and activities relating to sex equity, a combination of approaches was utilized to more fully describe the current status of sex equity in California. These approaches included:

- interviews with staff from the State Department of Education; Chancellor's Office, California Community Colleges; and outside organizations;
- local site visits involving interviews with administrators, counselors, teachers, and students;
- review of extant data which provide information relating to students' outcomes, the progress of local level programs designed to foster sex equity, and and compliance with state and federal mandates related to sex equity; and
- review of the sex equity component in Subpart 3 projects.

Overview

Information Network and Grievance Assistance

Five issues of a newsletter covering information and resources on sex equity were distributed between October 1978 and June 1979 to over 2800 individuals and organizations. As a second, major method of information sharing and dissemination, a toll-free hotline was established in January, 1979. More than 100 calls were received on the hotline. The vast majority of the callers requested general sex equity information; however, a number of individuals specifically requested grievance assistance. To provide further assistance, SFK wrote and published a manual summarizing redress provisions. Disseminated to over 2700 individuals, this manual was developed after careful review of state and federal laws regarding sex discrimination.

Recommendations:

1) Efforts should be undertaken for the continuation of a bi-monthly newsletter, utilizing an expanded format and mailing list.
2) There should be continued wide dissemination of the SFK grievance manual.

Review of the State Plan and Federal Mandate

Dr. Steiger, who was personally involved in the formulation of PL 94-482, reviewed the California Five-Year State Plan with particular reference to the extent to which the letter of the law was reflected in it. The Plan was considered adequate except in the following areas:

1) Section 3.16 of the State Plan contained no reference to encouraging men to seek jobs that have traditionally been held by females.
2) The incentives in the Plan seemed to fall far short of that intended by the mandate.
3) No comprehensive plan to assess the needs of the special groups described in Section 104.621 of the regulations had been developed.

Further, the State Plan appeared to miss fully reflecting the spirit of the sex equity mandate since: 1) there was no sense of the ultimate impact of state actions on the opportunities for students; and 2) the breadth and depth of efforts necessary to achieve sex equity seem to have been grossly underestimated.

Recommendation:

The next revision of the State Plan should attend to these deficiencies in the area of sex equity.

The Evaluation of Activities and Services to Foster Sex Equity

State Staff Interviews

Interviews were completed with 47 individuals: 25 from the Department of Education, 14 from the Chancellor's Office, and 8 from outside organizations. The instrument utilized in these interviews was based primarily upon the goals and objectives specified in the *California Five-Year State Plan for Vocational Education*.

The interviews revealed that a wide range of activities had been implemented to carry out the various goals and objectives specified in Sections 3.14 through 3.16 of the Plan. Further, the vast majority of the objectives specified in the Plan had either been completed or were in progress. The few instances where the mandate was not being fulfilled involved (see Table 1):

- the employment of a full-time Sex Equity Coordinator in the Chancellor's Office;
- the monitoring of sex discrimination in vocational education employment;
- the review of Title IX Self-Evaluations;
- the distribution of guidelines for the completion of a local self-study and activity schedule;

- the utilization of data collected through the local self-studies for evaluation and monitoring;
- the development of statewide conferences to: 1) assess the needs of women in nontraditional occupations, and 2) focus on displaced homemakers and support services for women;
- the provision of in-service training or workshops specifically focused on: 1) the provision of support services for women, and 2) needs of displaced homemakers;*
- the development of interagency agreements with teacher training institutions to: 1) help increase the number of women instructors in traditionally male programs and the number of female vocational education administrators, and 2) activate a teacher training program which focuses upon the needs of displaced homemakers; and
- the monitoring of LEA's progress in providing support services for women and nontraditional students.

Recommendations:

1) Follow-up procedures should be implemented to ensure that the momentum created by the current sex equity projects is built upon and actually felt at the local level. To date, the projects funded in this area have tended to

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*It should be noted that VEEP covered these issues during their one-day workshops. However, these issues were not a major component of Cycle 1, 2, or 3.

be single efforts. The continuance and/or expansion of certain of these projects is considered necessary to ensure actual impact is felt at the local level. In particular, sex equity materials for both students and educational personnel should be widely disseminated throughout the state, and in-service training should be continued, and if possible, expanded, to ensure vocational educators throughout the state are familiarized with the need for sex equity and the means by which it can be fostered.

2) Complete and thorough data collection, analysis, and dissemination procedures for sex equity should be implemented. In particular, this should be included in the program evaluation systems (i.e., PAVE and COPES) which assess sex bias, discrimination, and stereotyping. It is necessary that these issues of sex equity be built into on-going data collection systems so it will be possible to monitor progress over the years. Further, all relevant sex equity data (e.g., VEA-47, VEA-45 and the Sex Equity Survey) should be thoroughly analyzed and widely disseminated to both decision-makers, advisory groups, and others.

3) Active program planning and development should be implemented at the state level, filtering down through regional and district personnel to the local level. A significant degree of coordination and cooperation is necessary between state staff, district personnel, projects such as VEEP and Project Alive, and the Sex Equity Coordinator. The lasting impact of sex equity efforts

requires that they be incorporated into administrative procedures at all levels and that various program and district personnel work with the Sex Equity Coordinator in developing specific plans and programs to foster sex equity. In this way, the likelihood of local level impact should be significantly increased.

4) A full-time Sex Equity Coordinator in the Chancellor's Office should be immediately hired. In a state the size of California, the large number and wide range of tasks necessary to meet the goals of sex equity cannot possibly be met by one professional and one-third of a clerical support person. An increase in personnel with sex equity responsibilities is both necessary and required by law.

5) State staff reorganization should be implemented to assist the Sex Equity Coordinator in accomplishing the wide range and number of tasks required in the federal mandate. To infuse sex equity concerns throughout all operations in both the State Department of Education and the Chancellor's Office, state staff should be assigned to assist the coordinator. Detailed and specific responsibilities should be delegated to other staff, particularly in the areas which have been somewhat neglected because of the Coordinator's lack of time and competing demands. This delegation of responsibilities should be arranged such that the preeminent authority of the Sex Equity Coordinator is fortified, not undermined.

11

The staff members should report directly to the Sex Equity Coordinator when performing assigned duties in this area to ensure the Coordinator's decision-making authority is maintained in the area of sex equity.

Local Site Visits

Eight local sites were visited--four secondary and four community colleges. The interviews conducted with both students and educational personnel were designed to assess efforts underway to foster sex equity in vocational education at the local level and students' interest in and experience with nontraditional vocational programs.

A few problems were observed at the local level:

- Both students and educational personnel specified that a reluctance by some counselors and teachers to admit nontraditional students into their programs still exists.
- Subtle examples of sex bias were observed, such as career centers with job descriptions listing "policemen," "draftsmen," and "firemen."
- Instances of reverse discrimination were also observed, such as required prerequisites for boys, but not for girls, to enroll in auto mechanics.
- Certain individuals indicated their schools/colleges were not adhering to Title IX requirements; in particular, some noticed their campus had been honoring requests from employers which limited applicants to a particular race, sex, or lack of handicap.

Nevertheless, most of the educational personnel interviewed indicated that positive steps were being taken to foster sex equity in vocational education. These efforts, however, were most often informal in nature, implemented on an individual basis rather than through any district- or college-wide formally directed program. In addition, few obstacles to the enrollment of nontraditional students were said to currently exist. And, approximately 80% of those asked about special programs or activities for reentry women indicated these efforts had been fully implemented.

Nearly 75 percent of the educational personnel interviewed specified formal and informal efforts were being implemented on their campus to recruit nontraditional students; however, only 25 percent of the students interviewed were familiar with such programs. Thus, it appears additional time, money, and personal effort will be needed to reach the goals of sex equity. These resources will need to come from the state as well as from the regional, district, and local level.

In conclusion, the greatest need for additional training and resources specified by those at the local level centered around the recruitment of nontraditional students. This need was particularly great among classroom teachers.

Recommendation:

Future state funding should be directed toward strategies for the recruitment of nontraditional students. These strategies should be widely disseminated to those at the local level.

Review of Extant Data

Specific attention was focused upon the review of readily available data collection systems which provide information relevant to sex equity concerns. These data were reviewed as a means of providing a base line against which progress could be gauged over future years. The following data systems were reviewed:

- VEA-48 data for the past 5 to 6 years which indicated that there has been slow, but steady improvement in the number of females and males enrolled in certain vocational education programs, particularly, agriculture, home economics (9.01), and certain of the trade and industrial occupations.
- VEA-45 data which suggested the existence of a serious problem surrounding the program completion and placement of nontraditional students. The data showed that nontraditional students in certain programs are: 1) dropping out at a higher rate than the traditional students, and 2) being placed in full-time jobs at a lower rate than traditional students.
- VEA 47 data which indicated that the distribution of male and female teaching personnel is considerably more traditional than the student enrollment. In addition, very few women are employed as vocational education directors, even though nearly half of vocational counselors and program supervisors are women.
- PAVE data which indicated that among the various national priority areas, sex equity is one for which the locals have the least information and require the greatest amount

of assistance. When the data from consumer and homemaking programs were examined*, the findings revealed there were significant differences in the level of perceived satisfaction among traditional and nontraditional students.

- PAR data which identified problems related to compliance with the federal mandates at the secondary level**. The data pointed out that only half of the sites visited had completed the required local survey of sex equity activities. However, most sites (84%) were found to be in compliance with the requirements that advisory committees be comprised of representative numbers of men and women, and 74 percent of the sites visited had policy directives on file which provide grievance procedures.
- Sex Equity Survey data which identified the level of compliance with the specific requirements for the elimination of sex bias, stereotyping, and discrimination. To date, the State Department of Education data has not been analyzed; however, the community college data indicated that the areas where the need for improvement and assistance was greatest were:
    1) staff training related to sex equity;
    2) assessment of the needs of displaced homemakers and other special groups; and
    3) cooperative work assignments made not on the basis of sex.

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* These were the only data available for a specific program area and thus were reviewed in detail.

**Postsecondary data were not available because the data were being collected during June, 1979.

Recommendations:

1) Future state funded projects should be directed toward the identification and remediation of the problems related to nontraditional students' lower: 1) rate of completion and placement, and 2) level of program satisfaction, when compared with traditional students.
2) The cause of inequities in vocational education employment should be identified to ensure problems of sex discrimination do not exist.
3) Steps should be implemented to ensure total local level compliance with sex equity requirements.
4) State funded projects should be developed and/or expanded to meet local level needs, with particular attention given to training and assessment of needs related to sex equity.

- Sex Equity Component in Subpart 3 Projects

Files for 12 Subpart 3 projects were randomly selected and examined to determine:

1) if, in fact, a sex equity component was included in the project, and
2) if this component had been undertaken and/or completed.

All of the projects reviewed included, in their initial proposal, some sex equity component. Most of these components, however, were stated in general rather than specific terms. Further, only 3 of the 12 project files reviewed contained quarterly reports indicating the extent to which the sex equity component stated in the proposal had actually been undertaken. For these few projects, the sex equity component did appear to have been implemented. However, since the majority of projects had no quarterly reports, it was virtually impossible to detect if, in fact, the sex equity component was ever included as part of the total project.

Recommendation:

Quarterly reports should be submitted to state staff so the accomplishment of the required sex equity component can be monitored and thereby ensured.

Table 1: Summary of Section 3.14 through 3.16 Activities

Objective Number	Objective	STATUS Completed or In Progress		Recommendation	Page
		YES	NO		
3.14.1	Appoint full-time sex equity personnel in the State Department of Education and Chancellor's Office		X	• Hire full-time sex equity coordinator in the Chancellor's Office • Assign staff in the State Department of Education to assist sex equity coordinators in performing their required functions • Reexamine placement of sex equity coordinator in the organizational structure of the State Department of Education	51
3.14 B(1)	Create awareness of activities designed to reduce sex inequities and assist State Board in publicizing hearings on the Five-Year Plan	X		• Activities to create awareness must be continued and followed-up • State staff should serve as liaisons between projects and LEA's, thereby helping to create awareness • Systematic and continuous procedures should be utilized to keep all interested people throughout the state informed about the state plan	56
3.14 B(2)	Gather, analyze, disseminate enrollment data by sex	X		• A 5%-10% spot-check of VEA 48 data should be conducted to assess accuracy • Systematic procedures should be developed to widely disseminate reports utilizing enrollment data • Abbreviated version of the COICC documents should be developed and disseminated throughout the state	62

Objective Number	Objective	STATUS Completed or In Progress YES	NO	Recommendation	Page
3.14 B(3)	Gather, analyze, and disseminate employment data, by sex including the hiring, firing, promotions, resignations, job descriptions and salaries of men and women		X	• Procedures should be developed to collect the required data by sex • Analysis of VEA 47 data with regard to male/female vocational education employment should be carried out & disseminated in a manner similar to that used for the VEA 48 data	66
3.14 B(4)	Develop & support actions to correct sex inequity problems brought to the attention of the State Department of Education and Chancellor's Office personnel, creating awareness of the Title IX complaint process	X		• Develop systematic procedures whereby local & state staff can bring Title IX complaints to State Department of Education & Chancellor's Office personnel	68
3.14 B(5)	Review grant & contract distribution to ensure women's needs are met	X		• Evaluate sex equity components in all state funded projects • Develop sex equity review & monitoring procedures for all grants & contracts	71
3.14 B(6)	Review all vocational education programs in the state for sex bias	X		• Revise question format of Sex Equity Survey • Analyze sex equity survey to identify areas needing remediation & program development & implementation • Disseminate results of sex equity survey analysis to decision-makers	74

Objective Number	Objective	STATUS Completed or In Progress		Recommendation	Page
		YES	NO		
3.14 B(7)	Monitor the implementation of all laws prohibiting sex discrimination in employment in vocational education		X	• State Director of Vocational Education should assign staff to assist Sex Equity Coordinator to accomplish this objective • Those assisting with the monitoring should report to sex equity coordinator whose preeminent role should be preserved	78
3.14 B(8)	Assist LEA's & interested others in improving vocational education opportunities for women	X		• Coordinate formal & informal activities to improve vocational educational opportunities for women • Identify exemplary programs to be utilized as training models • Widely disseminate information developed by state funded sex equity & displaced homemakers projects to LEA's	80
3.14 B(9)	Review Title IX Self-Evaluation		X	• Develop simple, consistent guidelines for Self-Evaluation • Staff should assist Sex Equity Coordinator in analyzing the Self-Evaluations to ensure this objective is accomplished	85
3.14 B(10)	Review Five-Year State Plan & annual plans & make suggestions with respect to achieving sex equity	X		• Disseminate drafts of annual plan with sufficient time for interested groups to review them & make recommendations • Appoint Sex Equity Coordinator or a member of the Ad Hoc Advisory Committee on Sex Equity to the Committee responsible for revising the Five-Year Plan	88

Objective Number	Objective	STATUS Completed or In Progress YES	NO	Recommendation	Page
3.14 B(11)	Make sex equity information available to the State Board, the California State Commission on the Status of Women, the Commissioner, & the general public	X		· Widely disseminate information on sex balance in enrollment, employment, & on the evaluation of sex equity efforts	91
3.14 C(1)	Identify & define issues of sex equity & develop priorities in this area for programs & projects	X		· Develop more specific goals relating to sex equity · Develop criteria with which to measure the elimination of sex stereotyping & bias	94
3.14 C(2)	Provide in-service training to all vocational education personnel to help eliminate sex inequities in vocational education	X		· Continue training in this area, on a regular, ongoing basis	96
3.14.2 Activities under Sub-part 2	The State will reimburse LEA's for costs for personnel to attend workshops on eliminating sex inequities in vocational education	X		· Additional funds should be made available to cover VEEP participants & LEA's total costs	100
3.14.2 (1)	State staff will collect vocational education enrollment & employment data, by sex	X		· See discussion above under Objectives 3.14 B(2) and B(3)	101
3.14.2 (2)	The data described above will remain on file at the secondary and post-secondary school sites receiving Federal funds	X			102

Objective Number	Objective	STATUS Completed or In Progress YES	NO	Recommendation	Page
3.14.2 (3)	State staff will distribute guidelines for the completion of a local self-study & an activity schedule		X	• Develop clear, consistent guidelines for completing sex equity survey • Develop concise criteria upon which to base responses on this survey	102
3.14.2 (4)	LEA's will have completed & on file the self study & activity schedule	X			103
3.14.2 (5)	All community colleges & 25% of all secondary schools must submit self-study & activity schedule, Title IX self-evaluation, affirmative action plan, & an account of any grievance or complaints filed	X		• Require all secondary and post-secondary schools to complete & have on file all required documents, before their claims will be paid	
3.14.2 (6)	By October 1, 1979 & every year thereafter, all community colleges & 25% of the secondary schools shall submit an update of the self-study & activities schedule & an evaluation of activities & programs addressing sex bias, stereotyping, & discrimination	Not Applicable			105
3.14.2 (7)	In fiscal years 1979-80, 1980-81, & 1981-82, an update of the documents addressing the elimination of sex bias, stereotyping & discrimination shall be on file	Not Applicable			106

Objective Number	Objective	STATUS Completed or In Progress YES	NO	Recommendation	Page
3.14.2 (8)	All self study data will be used by State staff in sample evaluation & monitoring processes		X	• All Sex Equity Survey data have not been analyzed & are hence unavailable for monitoring or evaluation purposes	106
3.14.2 (9)	Vocational education monitoring, review, & evaluation systems will cover equal access & representation in vocational education	X		• For COPES & PAVE, design & utilize items capable of assessing sex bias, discrimination, & stereotyping • COPES should assess students' sex & the data should be analyzed by sex • Analyze PAVE data with specific regard to those items assessing sex equity concerns • Conduct site visits to assess the extent to which program recommendations made through COPES & PAVE have been implemented	107
3.14.3 Activities Under Subpart 3	Priority will be given to projects in the areas of: 1) personnel training 2) counseling & guidance materials & programs; 3) recruitment of men & women into nontraditional occupations; 4) curriculum development; & 5) needs assessment for reentry women	X		• Additional funding for Subpart 3 projects in sex equity • High funding priority should go to projects developing materials with statewide appeal which can be easily reproduced & disseminated	113

Objective Number	Objective	STATUS Completed or In Progress YES	NO	Recommendation	Page
3.14.3 (cont'd) 3.14.4	Incentives will be given in the form of: 1) high priority funding to projects addressing sex imbalance in program enrollments; 2) publicity to programs that have made progress in overcoming sex inequities				117
3.15 (1) Support Services for Women	State personnel shall gather, analyze, & disseminate data on programs on non-traditional occupations & support services for women	X		· This data should be gathered by all existing program evaluation instruments; it should be thoroughly analyzed & widely disseminated	118
3.15 (2)	State personnel shall establish an ad hoc advisory committee on sex equity	X			119
3.15 (3)	State personnel & ad hoc committee shall determine priorities in addressing needs of persons in nontraditional occupational training & support services for women	X			119
3.15 (4)	State personnel shall conduct at least 2 state conferences to assess women's needs in non-traditional occupations		X	· Obtain funds to conduct these conferences, as mandated in the Plan	119

Objective Number	Objective	STATUS Completed or In Progress YES	NO	Recommendation	Page
3.15 (5)	A resource list shall be distributed to secondary & post-secondary institutions in the area of sex equity	X			120
3.15 (6)	State personnel shall provide in-service training to vocational education personnel for providing support services for women		X	• Develop & conduct training specifically focused on providing support services for women	120
3.15 (7)	State personnel shall provide workshops that include recruitment, guidance, counseling, job development & placement, & curriculum information for women in nontraditional occupations	X			121
3.15 (8)	State personnel will coordinate local programs that develop & disseminate information about opportunities in nontraditional occupations & on support services for women	X		• Widely disseminate information & curriculum materials to LEA's so they can meet the needs of nontraditional students	122
3.15 (9)	State personnel shall develop interagency agreements with teacher-training institutions to help increase the number of women instructors in traditionally male courses, & the number of female vocational education administrators		X	• Development of formal interagency agreements to ensure an increase of female instructors & administrators	123

Objective Number	Objective	STATUS Completed or In Progress		Recommendation	Page
		YES	NO		
3.15 (10)	State personnel will provide leadership activities to coordinate LEA programs that provide support services for women		X	· State staff should assume responsibility for the coordination & leadership of programs in this area, thus ensuring student impact results	125
3.15 (11)	By November 1, 1977, the State Department of Education & Chancellor's Office will distribute to LEAs, forms for a self-study which identify support services & organizations addressing equal access into nontraditional occupations	X		· Modify the Sex Equity Survey so specific activities which encourage nontraditional enrollments are identified rather than merely reported as existing	126
3.15 (12)	State personnel shall establish criteria & review panels for projects addressing support services for women	X			127
3.15 (13)	State personnel shall provide technical assistance to civic organizations, labor unions, & business & industry to aid in their encouragement of females entering nontraditional occupations	X			128
3.15 (14)	State personnel shall monitor the progress of LEAs in providing programs for women needing support services & for individuals in nontraditional occupations		X	· The Sex Equity Survey should be revised so it can be used to monitor LEAs progress in this area	128

Objective Number	Objective	STATUS Completed or In Progress YES	NO	Recommendation	Page
3.15 (15)	State personnel shall encourage RAVE Counsils to include on each advisory committee, representatives who are experts in such areas as the needs of women in apprenticeships	Not Applicable			129
3.15 (16)	State personnel shall include in annual plan & accountability reports, an assessment of state's progress in providing support services for women	Not Applicable		(Support service projects have not yet been funded)	129
3.16 (1) Displaced Homemakers & Other Special Groups	Personnel appointed to address Section 104.621 & 104.622 will work with all state staff & other agencies	X			130
3.16 (2)	A resource list of organizations & projects addressing needs of displaced homemakers shall be distributed to all secondary & post-secondary institutions	X			130
3.16 (3)	State personnel shall hold 2 state conferences on displaced homemakers & support services for women		X	· Obtain funds to conduct these conferences	130

Objective Number	Objective	STATUS Completed or In Progress YES	NO	Recommendation	Page
3.16 (4)	In-service training for vocational education personnel shall be held to address needs of displaced homemakers.		X	· In-service training, solely and/or specifically focused in this area should be provided	131
3.16 (5)	State personnel shall provide workshops for LEAs to provide information, curriculum & guidance materials & support services to & for displaced homemakers	X		· Additional workshops, solely and/or sepcifically focused in this area, should be provided on a regular on-going basis so that impact can be made at the local level	132
3.16 (6)	State staff, through interagency agreements with teacher training institutions, will activate a teacher training program on displaced homemakers & other special groups		X	· Such interagency agreements should be developed	133
3.16 (7)	Each regional adult & vocational council will be encouraged to include on its advisory committee, experts on persons described in Section 104.621	X			133
3.16 (8)	By April, 1978, any LEA using state or federal funds shall include in its local plan: 1) a needs assessment for persons described in Section 104.621 & 2) a description of how organizations or projects that have addressed the needs of those persons have been used	Not Applicable			134

Objective Number	Objective	STATUS Completed or In Progress YES	NO	Recommendation	Page
3.16 (9)	LEAs may receive funds for programs addressing displaced homemakers & other special groups	X			134
3.16.1 Special Courses & Placement Services	To develop special courses for displaced homemakers & others identified in Section 120(b)(1)(L), the state shall provide funds to develop model programs, the results of which will be disseminated to local educational workshops	X		- Widely disseminate strategies & techniques developed to aid displaced homemakers	135

FOSTERING SEX FAIRNESS IN VOCATIONAL EDUCATION

II.

INFORMATION NETWORK AND ASSISTANCE WITH GRIEVANCE

INFORMATION NETWORK AND ASSISTANCE WITH GRIEVANCES

The Information Network: History and Accomplishments

The purpose of the information network was to provide information and resources on sex equity in vocational education to interested educators, students, and community persons. Throughout the duration of the project, Steiger, Fink & Kosecoff staff collected and reviewed a wide range of information on laws pertaining to sex equity in education; on projects designed to overcome sex bias, stereotyping, and discrimination; and on resource and curriculum materials used to foster sex fairness. Steiger, Fink & Kosecoff disseminated sex equity information by means of a bimonthly Newsletter and a toll-free Hotline. Five issues of the Newsletter were written, printed, and mailed. The mailing list was compiled from names provided by state staff, VEEP workshop rosters, women's advocacy groups, legal aid firms, community college women's centers, and college newspapers. (See Appendix A for copies of the Newsletter.)

- The Newsletter

The Newsletter was distributed in the following numbers:

Issue 1, October/November:	2133
Issue 2, December/January:	2361
Issue 3, February/March:	3685*
Issue 4, April/May:	3127*
Issue 5, June/July:	2381

The mailing list has been incorporated into a scan card system and has been sent to Dr. Kenneth Densley, State Department of Education, Vocational Education Unit, for possible future use.

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*These larger distribution numbers reflect additional newsletters that were requested and sent to the VEEP Project.

The October/November Newsletter gave an overview of the kinds of sex equity projects funded by State Subpart 3 monies in vocational education. It also provided information on Steiger, Fink & Kosecoff information services and grievance assistance. It was felt that this information would provide a helpful background for educators in understanding the kinds of resources and materials being made available in response to Title II.

The December/January issue highlighted the Displaced Homemaker Projects and the Math/Science Network--both of which are involved in helping women secure training for work in nontraditional occupations. Two articles discussed pertinent legal developments. The first reviewed Public Law 95-555 (prohibiting discriminatory treatment of pregnant workers), and the second described a court decision upholding the Equal Pay Act.

A shift in editorial direction occurred with the February/March issue. It was decided that each Newsletter would have a guiding theme. Because many vocational education personnel are unfamiliar with apprenticeship opportunities, the theme chosen for this issue was "Women in Apprenticeship." Articles provided basic facts about apprenticeship, information on resources and services for women interested in the trades, and an interview on "Women in the Workforce," with the Affirmative Action Officer of a large contracting firm. Several vocational educators reported finding this issue helpful to them in understanding an area which previously they knew little about.

The theme for the April/May issue of the Newsletter reflected the needs and requests voiced during a number of Hotline calls, with its focus on recruitment strategies for nontraditional vocational courses. A summary of recent enrollment figures for selected program areas provided background information on the need for increased recruitment efforts. As a means for giving concrete suggestions, several on-going recruitment programs were highlighted. In addition, the Office for Civil Rights had recently published new guidelines for vocational education programs, and the major sex equity provisions were summarized.

The final issue of the Newsletter focused on resources for eliminating sex bias, stereotyping, and discrimination in vocational education programs. This topic was chosen in accord with one of the four stated goals of Title II. The emphasis was on materials that could be used at the local level with minimum expenditure. Resources for use by students, teachers, counselors, and administrators were presented.

- The Hotline

A toll-free Hotline was established as a second, major method of information sharing and dissemination. The Hotline did not become operational until January, 1979, due to installation problems. Furthermore, once installed, it frequently failed to operate correctly. These problems resulted from inadequacies in the service provided by the General Telephone Company.

Table 1 gives a breakdown of the use of the Hotline.

Table 1

PROFILE OF HOTLINE CLIENTELE AND REQUESTS

Characteristics of Users

Sex:	
Male	18
Female	96
Total	114
Affiliation of Caller:	
Secondary Level	21
Community College	38
Other Agency/Unknown	55
Total	114
Position of Caller:	
Teacher	15
Administrator	36
Researcher	20
Counselor	6
Title IX Coordinator	5
Other	24
Unknown	8
Total	114

Type of Request Made by Users

Grievance Assistance	16
Bibliography	4
Non-Biased Literature	5
Local Resources	20
How-to Training	9
On-going Seminars	3
Exemplary Projects	6
The Law	41
Grievance Manual	16
Apprenticeship Information	9
Newsletter Requests	22
Other Information	12

Type of Action Taken by Hotline Staff

Direct Answer	44
Return Call	38
Mail	43
Referred to Others	14

Requests were generally met either immediately on the telephone or within several days, depending on the type of information being requested. A number of contacts were on-going, especially those that involved requests for information of a complex nature.

An attempt was made to answer all requests as thoroughly as possible. Requests involving legal or technical subtleties were filled in consultation with attorneys associated with Equal Rights Advocates in San Francisco and other expert resource persons.

Grievance Assistance: History and Accomplishments

Two methods were employed to assist persons in filing a grievance. The first was a twenty-two page manual summarizing redress provisions which was published and disseminated to over 2700 persons. (A copy of "What to Do With Your Grievance" is found in Appendix B.) This manual was developed after careful review of state and federal laws regarding sex discrimination.

The toll-free Hotline was also used to provide direct assistance when requested. A small number (16) of such requests were received.* Below are some examples of this.

1) A women suspected that she was the victim of sex discrimination in her attempts to gain admission to an apprenticeship program. An investigation determined that she was first on the union eligibility list. She was subsequently admitted.

2) Several calls were from women who felt they had been denied promotion to administrative jobs in local school

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*In addition to these 16 calls, 41 calls were received which asked for general information for and clarification of the laws prohibiting sex discrimination.

districts. Their avenues for recourse under Title VII and Title IX were discussed, and referrals were made to legal firms specializing in sex discrimination cases.

3) A woman reported that she anticipated being denied admission to a licensed vocational nursing program because she was pregnant. She also reported that the admissions application asked about her marital status. A call was made to the Title IX Coordinator responsible for the licensed vocational nursing program, and the complainant related her situation to that person.
4) A number of requests for assistance were received after the December/January Newsletter article on Public Law 95-555 (treatment of pregnant workers). Complainants were provided copies of the Federal guidelines to use in negotiations with their employers, as well as assistance in interpreting the guidelines.
5) A legal firm requested background information on the need for child care in community colleges. Information was gathered and sent to them for their use in an upcoming trial.

Discussion and Recommendations

- Information Network: Newsletter

Generally, response to the Newsletter indicates that it has been favorably received. The last three issues emphasized a "workshop" orientation by providing resource information on specific issues related to sex equity in vocational education. This is thought to be an appropriate direction for similar efforts in the future.

Steiger, Fink & Kosecoff specifically recommends:

1) Major expansion of the mailing list to include teachers and counselors. It appears that the Newsletter was seldom circulated by vocational education administrators to their teaching and counseling staff. Expanded dissemination efforts and a significantly larger and more comprehensive mailing list will help ensure the development of a local information network. Vocational program area advisory boards, curriculum specialists, and teachers particularly need to be reached since their impact at the local level is obviously significant.
2) Expanded format to allow greater in-depth reporting. A four-page format is suggested. The present two-page format requires intensive condensation of important and helpful information.

- Information Network: Hotline

Although a number of callers appreciated the convenience of the Hotline, its use was probably not sufficient to justify its cost. Unless an expanded mailing list for the Newsletter generates a dramatic increase in the demand for Hotline service, information can be provided for considerably less cost through a "call collect" system and/or through the mail.

Steiger, Fink & Kosecoff further recommends that the funding period for any similar information network contract be expanded to three years, renewable each year on the basis of performance. The time, effort, and costs of re-establishing the project every year are considerable. Moreover, the clients using such services need to be able to establish reliable, enduring contacts. A number of Hotline callers during the final month of the contract period have expressed concern in this area.

- Grievance Assistance

The Sex Equity Coordinator has been provided copies of the Grievance manual plus the original camera-ready work. Steiger, Fink & Kosecoff recommends that the manual continue to be disseminated throughout the state.

The Hotline grievance assistance appeared to be valuable to the small number of people who used it. Steiger, Fink & Kosecoff thus recommends that such a service be continued using a "call collect" system.

51

Practical Considerations for the Future Operation of an Information Network

Gathering Information and/or Resources

During the contract period, Steiger, Fink & Kosecoff, Inc. assembled sex equity information and resources from a variety of sources. It is assumed that any future contractor will have access to and familiarity with a number of such resources for fostering sex equity in vocational education. However, certain resources were frequently used and an on-going contact was established with a number of persons or organizations. They are as follows:

- Contact Persons/Organizations

Donna Hitchins, Equal Rights Advocates,
433 Turk Street, San Francisco, CA 94102
(415) 441-2618

Barb Landers, Director, Project S.E.E.
721 Capitol Mall, Sacramento, CA 95814
(916) 322-7388

Susan Miller, Consultant
1710 S. Durango Ave., Los Angeles, CA 90035
(213) 837-7768

Nancy Nazario, Planner, COICC Ventura County
Superintendent of Schools
535 E. Main Street, Ventura, CA 93009
(805) 487-7711, Ext. 4429

Diane Reynolds, Division of Apprenticeship Standards
P.O. Box 603, San Francisco, CA 94101
(415) 557-3026

Helen Walsh, Office for Civil Rights
1275 Market Street, 14th Floor, San Francisco, CA 94103
(415) 556-8586

WEECN
1855 Folsom Street, San Francisco, CA 94103
(415) 565-3043

National Center for Research in Vocational Education
1960 Kenny Road, Columbus, Ohio 43210
(800) 848-4815

The Directors of all Projects listed in the Newsletters
(See Appendix A.)

The Directors of Subpart 3 Projects

The National Orgaination for Women (Los Angeles)

The Commission on the Status of Women (various chapters)

Various Community College Women's Resource Centers

There are, of course, many other resources in the area of sex equity; however, the persons and organizations listed above were particularly helpful.

- Print Resources

TITLE IX

Title IX Signposts: Technical Assistance. By Barb Landers et al.; available from Project S.E.E.

Toward Equity: Strategies for Administrators. By Barb Landers et al.; available from Education Development Center, 55 Chapel Street, Newton, MA 02160.

Title IX: Selected Resources. Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 16th Street, NW, Washington, DC.

Also Available from the Resource Center:

Identifying Discrimination, by Shirley McCune and Martha Mattews.

Title IX Grievance Procedures: An Introductory Manual; by Martha Matthews and Shirley McCune.

Title IX and Physical Education: A Compliance Overview, by Marjorie Blaufarb et al.

Implementing Title IX: A Sample Workshop, by McCune, Matthews, et al.

Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools, PEER, 1029 Vermont Ave., N.W., Washington, DC 20005. $5.00.

BIBLIOGRAPHIES, RESOURCE LISTS

Women's Educational Equity: Annotated, Selected References and Resources. WEECN, Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103. Cost: $2.50 prepaid.

Women in Non-Traditional Occupations - A Bibliography. U.S. Department of Health, Education and Welfare. Office of Education, Bureau of Occupational and Adult Education, Washington, DC 20202.

New Career Options for Women: A Selected Annotated Bibliography. Ann Phelps, Helen S. Farmer, and Thomas E. Backer. Human Sciences Press, 72 Fifth Avenue, New York, NY 10011.

Resource Update: 1979. Sex Equity in Vocational Education. National Center for Research in Vocational Education. Ohio State University. 1960 Kenny Road, Columbus, Ohio 43210.

Women's Studies and Men's Studies Bibliographies. The Humanities Library, Massachusetts Institute of Technology, Cambridge, MA 02139.

Resources for Ending Sex Bias in the Schools. PEER, 1092 Vermont Ave., NW., Washington, DC 20005.

PAPERS, REPORTS

Sex Equality in Vocational Education: WEECN, Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103. Cost: $3.50 prepaid.

Fostering Sex Fairness in Vocational Education: Strategies for Administrators, by JoAnn M. Steiger and Sue H. Schlesinger. The National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Vocational Preparation for Women: A Critical Analysis, by JoAnn M. Steiger. PEER, 1029 Vermont Ave., N.W., Washington, DC 20005.

New Career Options: A Woman's Guide, by Helen S. Farmer and Thomas E. Backer. Human Sciences Press, 72 Fifth Avenue, New York, NY 10011.

The California Study on Women in Nontraditional Employment. Advocates for Women, 256 Sutter Street, San Francisco, CA 94108.

Attempts to Overcome Sex Stereotyping in Vocational Education, by Lewis Kaltreider, et al. Institute for Research on Human Resources, The Pennsylvania State University, University Park, Pennsylvania 16802.

A Study of the Factors Influencing the Participation of Women in Non-Traditional Occupations in Postsecondary Area Vocational Training Schools, by Roslyn D. Kane, Pamela Frazee, and Elizabeth Dee. Rj Associates, Inc. 1018 Wilson Boulevard, Arlington, VA 22209.

COUNSELING AND GUIDANCE

New Career Options for Women: A Counselor's Sourcebook, by Helen S. Farmer and Thomas G. Backer. Human Sciences Press, 72 Fifth Avenue, New York, NY, 10011.

Sex Fairness in Career Guidance: A Learning Kit, by Linda B. Stebbins, Nancy L. Ames and Llana Rhodes. Abt Publications, 55 Wheeler Street, Cambridge, MA 02138

Nonsexist Career Counseling for Women (Parts 1 & 11) (Annotated Bibliography), WEECN, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103. $3.50 each Part, prepaid.

Sex Discrimination in Career Counseling and Education, by Michele Harway and Helen S. Astin. Praeger Special Studies Series, Praeger, Inc., 200 Park Ave., New York, NY 10017

APPRENTICESHIP

Apprenticeship and Other Blue Collar Job Opportunities for Women. WEECN, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103. $3.50 prepaid.

Women in Apprenticeship - Why Not? Manpower Research Monograph N. 33, U.S. Department of Labor. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. $.75.

Problems of Women in Apprenticeship, by Roslyn D. Kane, Elizabeth Dee, and Jill Miller. Rj Associates, 1018 Wilson Boulevard, Arlington, VA 22209.

Newsletter Production

It is assumed that future contractors for the Newsletter will have demonstrated the ability to handle its production and dissemination effectively. Pages 27 to 32 discuss the ways in which the content of the Newsletter was chosen and provide recommendations for its future publication.

A timetable for the production of an issue of the Newsletter is as follows:

March: Selection of theme and preliminary research into possible resources

April: Articles are written and reviewed

April 30: Articles are chosen and typed

May 5: Newsletter sent to typesetter

May 10: Typeset material proofread and corrected

May 15: Newsletter copy sent to printer

May 21: Printed newsletters sent to addressing firm

May 28: Newsletters delivered to Post Office

This schedule represents an ideal situation in which every aspect of the production process transpires smoothly. However, delays often occur. The most frequent causes of delay were due to:

1. difficulty in reaching resource persons to conduct interviews or to request materials; and
2. production delays due to mechanical failures in typesetting, printing, or addressing.

The "scan card" mailing list system was found to be the most timely and cost-effective means for addressing and sorting the Newsletter. Future contractors should ensure that the addressing firm they utilize has equipment that is compatible with the type of scan card presently used. The appropriate machine is: 1-UP Cheshire Labeling Machine. An optical scanner is used to produce the Cheshire labels.

Hotline Operation

Pages 28 to 33 discuss the operation of the Hotline and recommend that the toll-free service be discontinued in favor of a "call-collect" system.

Steiger, Fink & Kosecoff's primary concerns in operating the Hotline were to ensure that requests were met promptly and records were kept of the type of inquiry. A form (see following page) was developed for this purpose. The form was designed to allow a request to be routed to the appropriate staff member for action.

INFORMATION SERVICES RECORD
CALIFORNIA NETWORK ON SEX EQUITY IN VOCATIONAL EDUCATION

Inquiry By
Letter: ______
Phone: ✓

Client's Name: Jane Smith

Address: Bay Area Secondary School District
2250 Bayshore Rd., S.F. 90401

Phone: (415) 555-1212

Date: 5/17 Time In: 3^05 pm Time Out: 3^15 pm

Staff Member: Ray Sparrowe

Client's Question(s):

What materials are available to help teachers review texts for sex bias + stereotyping?

Staff Member's Response(s):

Gave 6 resources from WEEA "Measures of Women's Educ. Equity"

Referral? NO To: ______

How did Client hear about the Network?: Newsletter

Follow Through NONE

Date: ______ Time begin: ______ Time End: ______

Information:

Staff Member: ______

Further Information/Services Requested:

FILE CLOSED, DATE: 5/17/79

INSTRUCTIONS:

A form is filled out for each inquiry, and is placed in the "Open Inquiry" binder. When the Client's requests have been met, the form is marked "closed", dated, and placed in the "Closed Inquiry" binder.

A. Client

Male	1
Female	[✓ 2]

B. Purpose

Information	[✓ 1]
Share Information	2
Grievance	3

C. Type of Request

Non-Biased Lit	[✓ 1]
Bibliographies	2
Local Resources	3
"How-to Training	4
Ongoing Seminars	5
Exemplary Projects	6
The Law	7
Legal Assistance	8
Grievance Manual	9
Apprenticeship	10
Other ______	11

D. Action

Direct Answer	[✓ 1]
Return Call	2
Mail	3
Referral	4

E. Client's Affiliation

Dept. of Ed.	1
Chancellor's Office	2
LEA (Secondary)	[✓ 3]
ROP	4
Comm. College	5
Women's Advoc. Group	6
Private School	7
Other ______	8

F. Client's Position

Student	1
Teacher	2
Administrator	[✓ 3]
Researcher	4
Counselor	5
Parent	6
Title IX Coord.	7
Sex Equity Coord	8
Affirm Act. Officer	9
Other ______	10

G. Mailing List

Already on	[✓ 1]
Add	2

Rev. 12/78

SAMPLE

FOSTERING SEX FAIRNESS IN VOCATIONAL EDUCATION

III.

REVIEW OF THE STATE PLAN AND FEDERAL MANDATE

REVIEW OF THE STATE PLAN AND THE FEDERAL MANDATE

The major portion of this evaluation focuses on the extent to which the state has moved toward the sex equity objectives stated in the 1977 California Five-Year State Plan for Vocational Education and its annual revisions. However, it seemed wise to put that discussion in context somewhat by first briefly reviewing the extent to which the State Plan reflects the letter and spirit of the law mandating it-- PL 94-482.

By and large, the letter of the law does seem to be reflected in the Plan. For example, all of the functions of the sex equity coordinator specified in section 104.75 of the regulation appear in the State Plan at section 3.14.1. However, there are a few troublesome spots. Specifically:

1) The "displaced homemaker and other special groups" section (3.16 of the state plan) contains no objectives or activities with regards to encouraging men to seek jobs that have traditionally been held by females. (Required by Section 104.621(d) of the federal regulation.)
2) The "incentives" to local schools included in the State Plan are restricted to a reimbursement for attendance of the VEEP workshops plus the assignment of priority to sex equity activities in the selection of competitive proposals (also required elsewhere in the regulation Sec. 104.706(b)). This seems to fall far short of the language of the Federal regulation (Sec. 104.187):

> "The five-year State plan shall set forth a detailed description of policies and procedures which the State will follow to assure equal access to vocational education programs by both women and men.
>
> This description shall include:
>
> Incentive adopted by the State for eligible recipients to:
>
> i) encourage the enrollment of both women and men in nontraditional courses of study; and
>
> ii) develop model programs to reduce sex bias and sex stereotyping in training for and placement in all occupations."

3) No comprehensive plan to assess the needs of the various special groups described in section 104.621 of the regulation (e.g. displaced homemakers, people seeking full-time work, men and women seeking non-traditional jobs) is presented in the State Plan. Such a needs assessment is required under Section 104.187 of the regulation. The only item in the State Plan with reference to this need is the plan for two sets of statewide conferences (neither of which have been held) designed to obtain information on the needs of special groups specified in Sections 3.15 and 3.16.

Beyond these specific gaps, the State Plan appears to miss fully reflecting the spirit of the sex equity mandate in two ways:

1) There is no sense of the ultimate impact of State actions on the opportunities for students. The ultimate purpose of these actions, after all, is to overcome sex bias and stereotyping in pro-

grams at the local level so that students can pursue their studies and careers unhampered by artificial restrictions based on gender. But the Plan seems to fall short of directing actions along the lines of the education system all the way to the final consumer.

2) The breadth and depth of efforts necessary to achieve the dramatic changes in attitudes and behaviors required to accomplish the goal of eliminating sex bias and sex stereotyping seem to have been grossly underestimated. The plan contains many useful and engaging ideas. However it lacks both 1) a comprehensive strategy linking and directing all of the small tactical maneuvers described and 2) any estimate of the expected effectiveness of the efforts planned. The reader is left with the impression, valid or not, that the authors actually believed that these short term, small scale, scattered efforts will be sufficient to overcome sex bias and stereotyping in a major way in five years.

#2

FOSTERING SEX FAIRNESS IN VOCATIONAL EDUCATION

IV.

EVALUATION OF ACTIVITIES TO FOSTER SEX EQUITY IN VOCATIONAL EDUCATION

EVALUATION OF ACTIVITIES TO FOSTER SEX EQUITY IN VOCATIONAL EDUCATION

State Staff Interview Regarding Sections 3.14 - 3.16 of The California Five-Year State Plan

Procedures

Interviews were completed with a total of 47 individuals: 25 from the Department of Education, 14 from the Chancellor's Office, and 8 from outside organizations. The vast majority of these interviews followed a structured format, often requiring up to two hours to complete. Informal, open-ended interviews lasting 15 to 20 minutes were conducted with a few individuals in the Department of Education who were unable, because of time constraints, to complete the entire interview.

The instrument utilized in these interviews was based primarily upon the goals and objectives specified in the California Five-Year State Plan for Vocational Educaion. Specific questions were designed to identify the progress toward accomplishing program goals and objectives, paying particular attention to the specific activities carried out by state staff.

There are a number of goals and objectives designed to overcome sex bias and stereotyping in vocational education programs and services specified throughout the Five-Year Plan. These objectives are primarily found in Sections 3.14 through 3.16 of the Plan and are the focus of this evaluation report.

It should be noted that a wide range of activities were implemented to carry out these various goals and objectives. These activities were sometimes carried out jointly by the Department of Education and the Chancellor's Office; and other times, by only one of the agencies or by an outside organization. Where appropriate, attempts will be made to describe the activities, making reference to the particular agency or organization involved. However, it should be noted that this report does not claim to be a complete representation of all activities carried out by both the Department of Education and the Chancellor's Office to foster sex equity; rather it is a reflection of what was described during the interviews.

Discussion of the General Findings

To date, a large number of activities have been conducted or sponsored by state staff with the primary purpose of fostering sex equity in vocational education. Numerous efforts have been carried out by both state staff and outside organizations to reduce sex bias and stereotyping and to create awareness of programs designed to meet this goal. However, the main problem to date with these efforts is that they tend to be single efforts, lacking any systematic follow-through to guarantee that the momentum they create is continued rather than allowed to dissipate.

Admittedly, we are not quite two years into the implementation of the current Five-Year Plan, and thus a number of years remain. However, the continuance and expansion of projects which were funded during the first and second year is necessary to ensure actual impact is felt at the local level. Single, short term approaches will not be adequate to meet such a complex and difficult goal as the elimination of sex bias, discrimination, and stereotyping. It is unlikely this goal will be met in one or two years. What is needed is a long term strategy, supported by an increase in funds and personnel to guarantee the necessary follow-through results.

A second obvious problem with the activities conducted to date relates to the collection, analysis, and dissemination of relevant sex equity information. Certain data are collected but never thoroughly analyzed or disseminated, as with the Sex Equity Survey data and the VEA-47 gender data. Furthermore, extensive on-site follow-up systems, such as PAVE and COPES, while assessing some sex equity issues, do not thoroughly assess others relevant to sex equity. For example, neither sex bias, discrimination, or stereotyping at the local level, nor student-perceived barriers to entering nontraditional fields are assessed. Moreover, the dissemination of sex equity data is not as broad as would be desired to reach relevant state, regional, and district personnel, as well as interested community groups.

These deficiencies can be easily eradicated by the addition of certain questions, the analysis of already collected data, and the wide dissemination of the findings. If state staff is not available to complete these tasks, then outside assistance should be utilized.

Both the Department of Education and the Chancellor's Office staff have been involved in creating awareness of sex equity issues through workshops, personal presentations, and information dissemination. These activities have been quite diverse and widespread. The Sex Equity Coordinator, in particular, has been involved in this important role by making presentations that have helped lessen a serious obstacle to sex equity--the lack of awareness that the problem exists and the requirement to eradicate it. These various workshops and presentations have significantly increased the awareness of both educational personnel and the community-at-large regarding the need for sex equity in vocational education. A need for greater awareness still exists; however, significant impact appears to have occurred during the last eighteen months.

During the remaining years of the Five-Year Plan, attention should be directed specifically toward the local level in terms of program planning and implementation. To produce a measurable impact upon programs at the local level, a significant degree of coordination and cooperation is necessary between State staff, district personnel, projects such as VEEP and Project Alive, and the Sex Equity Coordinator. Such cooperation is essential because special sex equity workshops and other similar efforts are typically limited in effectiveness by two significant problems: the first, their inability to reach the needs of the entire population they are designed to serve; and the second, their difficulty in impacting upon their audience given the limited time period they have available. However, it should be noted that Cycle III of VEEP was designed to remedy these difficulties by "training trainers"who return to their local college and district and are responsible for training their own personnel in areas relevant to sex equity. Nevertheless, with this particular exception, the impact of most single efforts is seriously limited.

The lasting impact of sex equity efforts requires that they be incorporated into administrative procedures at all levels and that the various program and regional personnel work with the Sex Equity Coordinator in developing specific plans and programs to foster sex equity. Through the incorporation of sex equity issues into the program specialists and district personnel's area of responsibility, and with their personal involvement and support, the likelihood of impact upon the local level will be significantly increased.

It should be noted that as long as sex equity continues to be viewed by local personnel as an "external" or "political" issue essentially unrelated to the day-to-day tasks of providing vocational education, little or no impact will be felt at the local level. Only through a combination of efforts, as with the use of VEEP, Project Alive, and a significant amount of interaction and cooperation between the program managers, district personnel, and the Sex Equity Coordinator, will it be possible to affect the local level. State staff should direct a significant portion of their time and energy toward these endeavors if they intend to significantly impact upon the local educational agencies.

A final problem which is obvious throughout the report centers around the Sex Equity Coordinator's lack of necessary support staff and the fact that to date there has been no full-time person in the Chancellor's Office with sex equity responsibilities. In a state the size of California, the large number and wide range of tasks necessary to meet the goals of sex equity cannot possibly be met by one professional and one-third of a clerical support person. As a result, the federal mandate has not been satisfactorily met in a number of areas. Providing a sustained and coordinated effort to reduce sex bias, discrimination, and stereotyping capable of local level impact requires an increase in personnel with sex equity responsibilities.

The Five-Year Plan requires the hiring of a full-time Sex Equity Coordinator in the Chancellor's Office. We understand that efforts are currently underway to hire a full-time Sex Equity Coordinator and are fully encouraging the Chancellor's Office to take steps to fill this position quickly so the requirements of the mandate can be met.

Realizing the limitations of a Proposition 13 budget, we recommend that State staff be assigned to assist the Coordinator and in this way infuse sex equity concerns throughout all operations in both the Department of Education and the Chancellor's Office. Detailed and specific responsibilities could be delegated to staff, particularly in the areas which have been somewhat neglected because of the Coordinator's lack of time and competing demands. However, this delegation should be arranged such that the preeminent authority of the Sex Equity Coordinator is fortified, not undermined. When performing duties in this area, staff members should report directly to the Sex Equity Coordinator to ensure that the Coordinator's decision-making authority is maintained in the area of sex equity.

Recommendations

Five broad recommendations are apparent which appear repeatedly throughout the text of this report. These recommendations are:

1) The implementation of follow-up procedures for use with programs, workshops, and activities to ensure the momentum they created is built upon and actually felt at the local level;

2) The implementation of complete and thorough data collection, analysis, and dissemination procedures for sex equity concerns;

3) The implementation of active program planning and development at the state level, filtering down through regional and district personnel to the local level;

4) The immediate hiring of a full-time Sex Equity Coordinator in the Chancellor's Office, California Community Colleges; and

5) The implementation of state staff re-organization to assist the Sex Equity Coordinator in accomplishing the wide range and number of tasks required in the federal mandate.

Evaluation of Sex Fairness Activities Included in the California Five-Year State Plan

3.14 Activities to Overcome Sex Bias and Sex Stereotyping in Vocational Education Programs and Services

3.14.1 Goals and Objectives

Objective 1:

> "Appoint full-time personnel to assist the State Board in carrying out its responsibilities for overcoming sex stereotyping, sex bias, and sex discrimination in vocational education programs."
>
> A. "The State Board of Education and Board of Governors of the California Community Colleges shall provide for two full-time positions, one in the State Department of Education and one in the Chancellor's Office, and shall designate human resources and funds to immediately obtain personnel and services, including clerical support, to ensure that the activities required by the Act are carried out."

Findings: Chancellor's Office

Currently, due to lack of funds, the Chancellor's Office has no Sex Equity Coordinator. The duties of the Sex Equity Coordinator have been given to the Affirmative Action Officer who is asked to perform these duties in addition to her responsibilities for staff Affirmative Action and Bi-Lingual/Bi-Cultural Education. However, not all the functions outlined for the Sex Equity Coordinator have been fully performed due to: a)the Affirmative Action Officer's lack of time and adequate support services, and b) the obvious fact that the responsibilities of the Sex Equity Coordinator require a full-time person with the necessary support staff. Furthermore, most staff in both the Chancellor's Office and the State Department of Education are under the mistaken impression that the Affirmative Action Officer in the Chancellor's Office is the Sex Equity Coordinator.

Because there has been no Sex Equity Coordinator in the Chancellor's Office, the area of sex equity has not received the full attention and concern it should. However, attempts to to remedy this situation are currently underway, as the Chancellor's Office is planning to hire a full-time Sex Equity Coordinator.

According to the Vice Chancellor, announcements for this position will be made shortly. Like all staff positions in the Chancellor's Office, this position will be on a one-year contract. However, it is planned as a permanent position with yearly renewable contracts.

Recommendations:

1) All staff in the Chancellor's Office and the Department of Education should be notified that the Affirmative Action Officer in the Chancellor's Office is not the Sex Equity Coordinator. All staff should also be notified that the Chancellor's Office, realizing the importance of filling this position, is presently planning to hire a full-time Sex Equity Coordinator. A full-time individual should be hired immediately to fill both this position and the requirements of the law.

2) Once the Sex Equity Coordinator in the Chancellor's Office is hired, efforts should be undertaken to ensure that

this position is, in fact, a permanent one, with no gap between the end of one contract and the beginning of another. Only in this way will it be possible to maintain continuous effort involving the coordination of sex equity activities through the Chancellor's Office.

Findings: State Department of Education

In October of 1977, a full-time person was appointed by the Department of Education to fill the permanent position of Sex Equity Coordinator. Due to cutbacks resulting from Proposition 13, the Sex Equity Coordinator has no professional help and only the equivalent of 1/3 of a person for clerical help. Because of the lack of support staff, the Sex Equity Coordinator has been unable to cover adequately all designated areas of responsibility, in particular, monitoring the implementation of laws prohibiting sex discrimination.

There appears to be much diversity in the opinions of the state staff as to where the Sex Equity Coordinator's position should be within the organizational structure of the Department. Some believe she should work closely with the various program managers within the Vocational Education Unit, while others believe she should be more heavily involved in overseeing sex equity operations and thus report directly to the Assistant Director or Director of Vocational Education. Because of the diverse opinions on the placement of the Sex Equity Coordinator and the confusion surrounding the responsibilities of this position, the Coordinator has not gained the visibility and credibility

73

necessary to properly perform the required job functions

Recommendation:

In general, there seems to be a good deal of controversy surrounding the placement of the Sex Equity Coordinator. Some of this controversy stems from the wide range of duties required of the Coordinator. We therefore recommend that the State Director of Vocational Education reexamine the placement and position of the Sex Equity Coordinator. Creative administrative organizational changes should be considered and options to the Coordinator's current placement should be reviewed. Administrative re-organization allowing the Sex Equity Coordinator to report directly to the Director or Assistant Director of the Vocational Education Unit should be seriously considered. We believe this placement in the organization would afford the Coordinator greater credibility and would lead to increased effectiveness in performing the required functions of the position. The Coordinator could thus report to those directly responsible for developing programs and policies, yet have immediate contact with those responsible for implementing such programs and policies. Unless the Coordinator is able to gain this kind of authority, the mandated functions of the Sex Equity Coordinator will not be able to be easily or effectively carried out.

The Coordinator's numerous responsibilities, furthermore, cannot be adequately carried out with limited, and at times, no available support staff. As a result, the federal mandate has not been satisfactorily met. Ideally, support staff should be hired for the Coordinator. But if funding and staffing constraints make this impossible, we recommend that the State Director of Vocational Education assign other members of his staff to assist the Coordinator. For example, detailed and specific responsibilities could be delegated to other staff, particularly in the areas which heretofore have been somewhat neglected because of the Coordinator's lack of time. This delegation should be arranged such that the preeminent authority of the Sex Equity Coordinator is fortified, not undermined. The staff members should report directly to the Sex Equity Coordinator when performing assigned duties in this area (although their prime responsibilities may be in another area). Only if the Coordinator retains decision-making authority can the mandate be properly fulfilled. This needs to be considered in the case of the displaced homemaker projects as well as the Section 104(b) duties.

Objective B(1):

> "Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the State Board in publicizing the public hearings on the California Five-Year State Plan for Vocational Education."

Creating Awareness

Findings:

State staff were able to specify various efforts that have been undertaken to increase awareness of programs and activities designed to reduce sex bias and sex stereotyping in vocational education. Perhaps the most frequently mentioned were the Vocational Education Equity Program (VEEP) workshops that disseminate information to participants about activities in this area and which many state staff attended. Cycle 1 of the workshops provided legal information on how to file a complaint against alleged sex discrimination. The second cycle of the VEEP workshops presented practical information on how to help create sex fairness in vocational education programs. And, Cycle 3 of VEEP focused specifically on training trainers who return to their local campuses to present workshops on sex equity in vocational education.

VEEP will be continued next year, with Phase II working with a new group of personnel--teachers, administrators, and counselors from four year institutions--in addition to vocational personnel at the high school and community college level. The VEEP workshops have been highly effective in creating awareness of programs and activities designed to reduce sex bias and stereotyping. Also, through the dissemination of resource and curriculum materials to those who attended the workshops, VEEP participants will be able to create further awareness as they pass along to students and colleagues the information they acquired at the workshops.

Steiger, Fink & Kosecoff, Inc. has also helped create awareness in this area by publishing a bi-monthly newsletter on sex equity in vocational education. The newsletter has been disseminated to 2,777 local educational agency personnel, including VEEP workshop participants, and to state agency personnel. In addition, SFK operated a toll-free "Hotline" for use by state and local personnel and the general public. The "Hotline" provided information on various activities and workshops offered to reduce sex bias and stereotyping in vocational education and on legal protection against sex discrimination. It also served as a referral service and resource center for those interested in sex equity issues in vocational education. SFK's California Network Project, like the VEEP workshops, has created awareness among a good number of people. However, unless similar projects are funded on a regular, on-going basis, the impact they have, while positive, will be sporadic and unfortunately, may be short-lived.

Other efforts to create awareness of existing programs and activities to foster sex equity were described by the

Sex Equity Coordinator in the Department of Education and the Affirmative Action Officer in the Community College. For example, the Affirmative Action Officer has presented testimony on sex equity to the National Advisory Council on Women's Educational Equity and will disseminate information on sex equity at upcoming Affirmative Action regional workshops. But because there is not a full-time Sex Equity Coordinator at the Chancellor's Office, the Coordinator at the State Department of Education has really undertaken most of the activities and responsibilities in this area. For instance, she had made numerous presentations to various groups, including: the California Apprenticeship Council; the California Association of Work Experience Educators, and the California Personnel and Guidance Association.

Further, the Sex Equity Coordinator in the State Department of Education has been heavily involved in working with the VEEP workshops, having attended and made presentations at most of them. In addition, the Coordinator frequently communicates with women's organizations and individuals who have been referred to her and to whom she provides a wide range of information on sex equity in vocational education, thus helping to create awareness among these people.

Our interviews also revealed that other vocational education personnel within the Department of Education have helped create awareness of sex equity activities. "In-house" newsletters and meetings with program specialists, regional, and district level personnel periodically cover issues and programs related to sex equity.

In addition to vocational education personnel and contractors, others interested in sex equity have contributed to the raising of awareness. For example Project S.E.E. (Sex Equity in Education)--the state's Title IX office--produces a Newsletter ("S.E.E. Update") which deals with discrimination and is disseminated to approximately 8,000 people throughout the state.

Further, Project S.E.E. has recently developed a slide-tape presentation which focuses on nontraditional careers for male and female students. This presentation will be demonstrated to all regional vocational education directors who will then make it available for use district-wide to students and teachers. Project S.E.E. has thus contributed substantially to increasing the awareness of activities designed to reduce sex bias and sex stereotyping in vocational education.

The California Commission on the Status of Women also helps create awareness of sex equity programs and activities. Its newsletter, "California Women," with a circulation of 12,000, has had articles on the Vocational Education Act of 1976 as well as other sex equity issues in vocational education.

In general, a first step has been taken in creating awareness of programs or activities designed to reduce sex bias and stereotyping in vocational education. However, it is necessary to continue the momentum which has been created by these various projects rather than presume the task has been accomplished. If this is not done, the momentum will dissipate.

Recommendations:

1) Activities to create awareness have had a good start, in particular, VEEP, having contacted nearly 3,000 individuals, SFK's newsletter reaching another 2800, and the Sex Equity Coordinator's numerous presentations. However, these efforts must be continued and follow-up procedures established to ensure that awareness in this area is maintained. Further, additional efforts should be undertaken to reach more people (particularly classroom instructors as noted in the Site Visit Report, Section IVB of this document) and to create greater awareness throughout the state.

2) State staff should become more familiar with the Subpart 3 sex equity projects so they can inform district and local level personnel about the projects. In this way, state staff would thereby be able to act as liaisons between these projects and district and local level personnel. This kind of communication link between the projects and the LEA's would enable the projects to have greater impact on the local level.

Publicity on Hearing for State Five-Year Plan

Findings:

The Sex Equity Coordinator reported that all persons on the Coordinator's special mailing list were notified of the public hearings held on the Five-Year Plan. The California Commission on the Status of Women helped compile this list which included those interested in applying for vocational education grants, interested labor union officials, women's organizations, reentry programs, displaced homemakers

80

projects, and projects for women in nontraditional occupations. In addition, between 5,000 and 6,000 letters were sent to local, district, regional, and state staff, notifying personnel of the public hearings. Public newspapers also carried advertisements stating when and where the hearings were to be held. Officials at the California Commission on the Status of Women reported that their Newsletter, "California Women," (distributed to 12,000 people throughout the state) also advertised the public hearing for the State's Five-Year Plan.

In general, it would appear that the hearings received publicity through a variety of sources and reached a wide range of people throughout the state.

Recommendation:

It is recommended that systematic and continuous procedures similar to those utilized during the development of the Five-Year Plan be established to keep all interested people throughout the state informed regarding the state plan. Input from outside sources should be actively sought both during the yearly revision of the Five-Year Plan and during the formulation of the next Five-Year Plan.

Objective B(2):

> "Gather, analyze, and disseminate data on enrollments of male and female students in vocational education."

Findings:

The interviewees considered Form VEA-48 the primary means by which vocational education enrollment data are collected. It deals specifically with the number of students enrolled in vocational education programs and services. This document is used to report the number of students by sex, grade level, and ethnic classification, enrolled in instructional programs and receiving special services. Data are compiled by school site and then the LEA aggregate is reported to the vocational education regional office.

The California Occupational Information Coordinating Committee (COICC) staff* has recently completed a study which reports vocational education enrollment and completion data from 1973 to 1977 (collected from the VEA-48 Form) by sex for each program (broken down by six-digit OE codes). All data reported is aggregated for the state as a whole. The final product for this study entitled, "Moving Toward Sex Equity in Vocational Education: A Study in Five Parts" identifies those programs considered to balanced by sex. They define a program with enrollments of 80% or over single sex as imbalanced.

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*(This study was funded by the State Department of Education, with Part C monies from the Vocational Education Act of 1963, which were channeled through the Ventura County Superintendent of Schools.)

One hundred copies of this report have been printed. According to one COICC staff member, 50 copies have been disseminated to those involved in Project Alive, as well as to other interested persons and organizations, such as Project VEEP. The remaining 50 copies will be distributed upon request. COICC staff specified that no dissemination policy has been developed by COICC for this report and to date no direction from the State Department of Education has been received in terms of any further printing or distribution of the document.

COICC staff is currently undertaking a study (under Subpart 3 funds) to update the previous sex balance report. This update will include ethnic and placement data as well as enrollment and completion data, broken down by sex. It will also be generated by the 13 Standard Metropolitan Statistical Areas (SMSA), providing more useful information to vocational education personnel at the regional and district levels.

In both our Department of Education and Chancellor's Office interviews, staff expressed a significant amount of concern about the VEA-48 data. This concern focuses on the means by which the data are compiled. A number of people question the accuracy of the data due to the fact it is provided by administrators who have little, if any, contact with the classroom instructors.

Furthermore, when enrollment data are compiled by vocational education instructors within specific program areas, the picture is often vastly different from that conveyed by the VEA-48 data. In fact, the great majority of staff members who were interviewed expressed concern about the validity of the data base altogether. This concern is quite serious given that enrollment figures will be utilized for purposes of evaluating the extent to which sex equity has been fostered throughout the state.

Recommendations:

1) A 5% to 10% spot-check should be conducted of the VEA-48 data to assess accuracy. If the margin of error is within an acceptable range, then the VEA-48 should be retained; however, if the margin or error is too great, then other student accountability data sources should be investigated.

2) Analyses, using the best available data, should be conducted each year like those described in COICC's, "Moving Toward Sex Equity" document and the updated sex balance report. Additional analyses, broken down by regional and district level should also be undertaken. Further, there should be a systematic procedure established so that reports on trends regarding enrollment by sex can be readily disseminated to interested community groups, and state, regional, and district decision-makers.

It is vital that data be collected on a regular, on-going basis and that it be analyzed in a way useful to policy and decision-makers. If properly undertaken, a systematic data collection system (initially collecting base line data and then continuing on a longitudinal basis) can serve as a valuable tool in long-range planning. Efforts to help achieve and assess sex equity in vocational education can be greatly facilitated through the development of such a data collection system.

81

3) An abbreviated version of the COICC documents, clearly describing enrollment trends by sex should be developed and disseminated to state, regional, and district staffs, in addition to all interested community groups and state level decision-makers.

Objective B (3):

> "Gather, analyze, and disseminate data on the employment of men and women in vocational programs and vocational guidance, including the hiring, firing, promotions, resignations, job descriptions, and salaries of all personnel in vocational education."

Findings:

The interviewed state staff considered Form VEA-47 the primary means of collecting data on vocational education personnel. It deals with the number of personnel who devote time and services to vocational education programs. Data are compiled by school site and then the LEA aggregate is reported to the Vocational Educational Unit regional office. Site data are retained in the LEA accountability file. The VEA-47 data are broken down by race and sex for two-digit OE codes. However, these data merely refer to the number of full-time and part-time vocational education program personnel. No one interviewed could identify a form or procedure used to collect data pertaining to the hiring, firing, promotions, resignations, job descriptions, or salaries of male and female vocational education personnel. Furthermore, the data which are collected on the VEA-47, to date, have not been thoroughly analyzed providing district or regional breakdowns which would be desirable. These data have been collected by state staff, but since no formal requests for an analysis by gender have been made to those responsible, the data has merely been "sitting," exceptfor required federal reporting procedures.

The problem of lack of follow through again becomes apparent inasmuch as data which would provide a breakdown by sex of those personnel employed at the LEA is collected but not thoroughly analyzed or disseminated to those responsible for monitoring either the sex distribution of vocational education personnel or sex discrimination laws.

Recommendations:

1) Procedures should be developed to collect the required data regarding the employment of men and women in vocational education programs and vocational guidance (e.g., hiring, firing, promotions, resignations, job descriptions, and salaries).

2) The analysis of the VEA-47 data with reference to the employment of male and female personnel in vocational education should be carried out and disseminated through the same channels utilized for the dissemiantion of the VEA-48 data. The report should provide specific trend data for purposes of program monitoring.

Objective B(4):

> "Develop and support actions to correct problems brought to the attention of personnel in the State Department of Education or the Chancellor's Office through activities carried out under Objectives (2) and (3), including creating awareness of the Title IX complaint process."

Findings:

Results of our interviews indicate that no formal complaints of sex discrimination have been brought to the attention of personnel in the State Department or the Chancellor's Office. In a few isolated cases, complaints of an instructor either using sexist language in the classroom, having a sexist attitude, or refusing to admit female students into their courses were brought to the attention of either the Chancellor's Office, Affirmative Action Officer or various program managers in the Department of Education. These complaints were handled by contacting local administrators who would then speak with the appropriate instructor. However, there has been little or no follow-up to determine if the reprimand by the local administrator eliminated the alleged sexist attitudes and/or behaviors.

Respondents were unable to describe any systematic procedure for filing complaints of alleged sex discrimination with the state agencies. We were told, however, that complaints would generally go through the Affirmative Action Officer in the Chancellor's Office or the Personnel Office in the Department of Education. Complaints at the local level would be

88

processed through the local Title IX coordinators.

A few respondents did point out that all personnel are protected against sex discrimination by Title IX, so in addition to bringing a formal complaint to the attention of personnel, they are free to file a complaint with the Office for Civil Rights.

Some of the state staff interviewed were aware of various activities undertaken by certain Subpart 3 projects to help create awareness of the Title IX complaint process. They identified the following activities and publications:

- An SFK developed manual entitled, What to Do With Your Grievance, which includes an outline of Title IX legislation and delineates the procedures involved in filing both a complaint and grievance. More than 2700 copies of this manual were disseminated throughout the state, including distribution to local district personnel and the VEEP workshop participants.
- The first cycle of the VEEP workshops contained a component on Title IX legislation, detailing its coverage and the necessary steps in filing a complaint.

State staff also noted that awareness of the Title IX complaint process was facilitated through workshops directed by the Affirmative Action Officer. Further, within the Department of Education, Project SEE informed individuals of the Title IX complaint process through its regular workshops. The Sex Equity Coordinator of the State Department of Education is currently working with Project S.E.E. staff to provide training on Title IX to state staff. This kind of effort is admirable in that it enables staff from various offices to cooperatively work toward their common goal of achieving sex equity.

Finally, a number of national organizations, such as the Project on the Status and Education of Women, have also helped raise awareness of the Title IX complaint process through the publication and dissemination of its newsletters and other materials.

Recommendation:

1) Systematic procedures should be developed whereby both local and state staff Title IX complaints can be formally and easily brought to the attention of personnel in both the Chancellor's Office and the Department of Education. These procedures should be widely disseminated among all vocational education personnel.

Objective B(5):

> "Review the distribution of grants and contracts by the State Board to ensure that the interests and needs of women are addressed in all projects assisted under the Act."

Findings:

Nearly everyone interviewed was familiar with one or more procedures utilized to review grants and contracts to ensure the interests of sex equity were properly addressed. A few people expressed mild disapproval of this aspect of the review process, citing the added burden of another review step and the resulting increased amount of time to complete the process. One respondent noted the Department of Education may be going "overboard" in their attempts to ensure the interests and needs of women were addressed in all projects.

Nevertheless, prior to the funding of any Subpart 3 or 5 project, either the Sex Equity Coordinator for the Department of Education or the Affirmative Action Officer for the Chancellor's Office must sign off the proposal. The required approval by the Sex Equity Coordinator prior to funding allows recommendations and revisions to be made to the project, thereby ensuring the interests and needs of men and women, as seen by this individual, are adequately addressed.

In general, the multi-stepped Subpart 3 contract and grant procedures described by the state staff is quite thorough with reference to addressing sex equity. The following steps were described:

1) The grant guidelines and RFP are reviewed by the Sex Equity Coordinator with reference to wording and emphasis;

2) A sex equity directive is specified in all state directed RFP's and grant guidelines, and applications for Subpart 2, 3, 4, 5 monies address sex equity;

3) Criteria were developed by the Sex Equity Coordinator for the review of all Subpart 3 vocational education contracts and grants;

4) Sex equity consultants were involved in the Subpart 3 contract and grant review process;

5) The Subpart 3 contract and grant review process assigned points for sex equity coverage;

6) A sex equity assurance is written into all funded proposals.

These various steps and requirements are adequate to ensure that the interests and concerns of sex equity are addressed in all Subpart 3 projects assisted under the Act. However, the procedures for reviewing other projects are not as formal, leaving the sex equity review of Subpart 2 projects to the discretion of the regional staff.

Recommendations:

1) An evaluation should be conducted of the sex equity assurance written into all state funded projects. This evaluation need not be conducted on all projects, but merely a representative sample, thereby identifying the extent to which

sex equity concerns are fully addressed by State funded projects.

2) Consistent, clearly defined sex equity review and monitoring procedures should be developed for all grants and contracts.

3) The review and evaluation procedures used to ensure that sex equity concerns are adequately addressed require substantial time and effort on the part of state staff. Nonetheless, these procedures should be retained in order to fulfill the general purposes of Title II.

Objective B(6):

> "Review all vocational education programs (including work-study programs, cooperative vocational education programs, apprenticeship programs, and the placement of students who have successfully completed vocational education programs) in the state for sex bias."

Findings:

The Sex Equity Survey* was designed, in part, to review work-study programs, cooperative vocational education programs, apprenticeship programs, and the placement of students who have successfully completed vocational education programs for sex bias. The problems with the Sex Equity Survey focus on two aspects: 1) its complicated and confusing format; and 2) the lack of analysis and follow-through of the data collected by it.

In regard to the first problem, the way the questions are set up, in terms of format, wording, and response options is awkward, making the survey difficult to complete, as was noted by various state staff. Some of the question-statements are broken into three parts: a), b), and c), but must be responded to as a whole, providing no opportunity for a separate response to any individual part. For example, question 6 reads:

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*This Survey instrument is officially titled, "A Guide for Assessing Occupational/Vocational Education Programs to Ensure the Elimination of Sex Bias, Sex Stereotyping and Sex Discrimination in Accordance with the Educational Amendments of 1976 (Vocational Education Act)." Hereafter, it will referred to as the Sex Equity Survey.

> "Information on grievance procedures has been disseminated to (a) parents, (b) men and women students, and (c) employees in vocational education."

While the answers one can choose from include: "Not Applicable;" "Satisfactory;" "Needs Improvement;" "Technical Assistance Requested;" and "Anticipated Date for Improvement;" the answer to part (a) may be different than the answer to part (c). However, there is no way to indicate this. All three parts should be treated individually, allowing a separate response for each. It can then be determined for example, if dissemination of information on grievance procedures has been "satisfactory" for parents, but "technical assistance" is requested to better disseminate this information to students. Only when this question, and others like it, allow for separate responses to each of their parts, will the instrument be able to effectively pinpoint an institution's need.

State staff also noted that the response options are not always appropriate for the question. Question 16, for example, reads:

> "(a) It is assured that cooperative work experience and/or work study opportunities are not assigned on the basis of sex."

This question does not lend itself to the choice of answers available ("not applicable," "satisfactory;" "needs improvement;" "technical assistance requested;" and "anticipated date for improvement.") More appropriate responses here would simply be "yes" or "no" since the question asks whether or not assignments are made on the basis of sex.

Further, the response options, "anticipated date for improvement"--which requires a check (✓)--seems to lack usefulness. It would be more helpful if an actual date were given here.

In regard to the second problem--the lack of analysis--the Department of Education, as yet, has not adequately analyzed the data because of funding and personnel constraints. The Sex Equity Surveys have only been tallied to see how many have come in and whether or not the districts are in compliance with the law.

The Chancellor's Office has completed a preliminary analysis which reports areas of weaknesses and strengths in terms of sex equity in vocational education programs for the state as a whole, but does not provide any analyses either by district or local level. Hence, the individual institution cannot utilize the results of this survey in program planning and implementation.

Further, the response option, "anticipated date for improvement"--which requires a check (✓)--seems to lack usefulness. It would be more helpful if an actual date were given here.

In addition to the Sex Equity Survey, questions on the status of sex equity in vocational education programs are included in the Program Assessment of Vocational Education (PAVE) document (completed yearly by 25% of all secondary and regional occupational unit programs.) Also, sex equity questions in the Community College Occupational Evaluation Systems (COPES) document, as well as a separate COPES form specifically on sex equity, are completed by community colleges. For further details of the PAVE and COPES instruments, see pages 109-111.

Recommendation

The Sex Equity Survey is capable of providing useful information for purposes of program development. However, before it can be effective, the question format must be revised (see suggestions above) so that the question-statements are more clearly defined and the answer options are more appropriate. Moreover, the data collected by this survey must be analyzed by both the Department of Education and Chancellor's Office to identify areas needing remediation and thereby needing program development and implementation. Ideally, the data should be analyzed by both the regional and district level to enable local level program planning to be undertaken. If state staff is not available to complete this most important task, then an outside source should be utilized. The analysis of this survey cannot afford to be neglected if the state is to monitor its ongoing efforts and identify areas needing improvement. Procedures should also be developed to bring the results of the analysis to the attention of state and local level decision-makers and interested community groups for purposes of planning and implementing sex equity programs in vocational education.

97

Objective B(7):

> "Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the state relating to vocational education."

Findings:

In the Chancellor's Office, the Affirmative Action Officer must sign off on the hiring of all employees. The Officer reported keeping an updated profile, by race and sex, of all Chancellor's Office employees in order to identify deficiencies by sex and race. Local affirmative action plans were also reported to be reviewed for deficiencies. The Affirmative Action Officer reviews the plans in terms of both work force analysis and utilization analysis and identifies employment goals under new state laws. The plans are also reviewed for policy statements, duties of the local affirmative action officer, personnel practices, grievance procedures, and the extent to which the affirmative action plan is disseminated.

Members of the staff in the Department of Education reported that the Affirmative Action Officer in Personnel is responsible for overseeing all state staff employment procedures and must sign off on the hiring of all employees. The Sex Equity Coordinator indicated a current effort is underway to obtain affirmative action plans for a 25% sample of local schools; but, the Coordinator reports having neither time nor staff to thoroughly review them. Furthermore, it is reported that no criteria have been developed for their review.

Recommendation:

Because of the massive responsibilities of the Sex Equity Coordinator, the monitoring of laws prohibiting sex discrimination, including the review and analysis of affirmative action plans, has not been adequately accomplished. Since state agencies, facing fiscal contraints, cannot hire support staff to help the Coordinator accomplish these tasks, we recommend that the State Director of Vocational Education seek organizational alternatives to do this. That is, staff should be delegated monitoring and reviewing responsibilities, but should report directly to the Sex Equity Coordinator. In any re-organization, the preeminent role of the Sex Equity Coordinator must be preserved and supported.

99

Objective B(8):

> "Assist local educational agencies
> and other interested parties in the
> state in improving vocational education
> opportunities for women."

Findings:

In our interviews with state staff, most indicated some familiarity with formal efforts that have been undertaken to improve vocational education opportunities for women. But, only a limited number of staff reported they knew of informal efforts in this area.

State staff were familiar with some Subpart 3 Projects, particularly the Vocational Education Equity Program (VEEP) workshops. Approximately 3000 individuals have participated in the three cycles of the VEEP Workshops. While this is a good beginning, it represents only six percent of the vocational education teaching and administrative staff in the state. Cycle I provided information on Title IX and Title II; Cycle II held workshops to provide practical information on how to eliminate sex bias ; and the Cycle Three Workshops provided invited participants with training and materials which they can utilize as trainers on their own campuses. (A fuller discussion of VEEP is provided on pages 96-97.

Further, the Sex Equity Coordinator has assisted interested parties throughout the state in improving vocational education opportunities for women. For example, the Coordinator has worked closely with individuals in apprenticeships and unions, striving to improve the employment opportunities for women in vocational areas. She has also provided extensive consultation with educational and outside organizations directly involved in improving vocational education opportunities for women.

State staff, both in the Chancellor's Office and in the Department of Education, reported some familiarity with the Displaced Homemakers Projects. However, only the Program Specialists for these projects were able to provide any details. They reported that the projects have reached approximately 5000 people throughout the state, that a diverse population has participated (from Kelley Girls to members of County Councils), and that the media has provided good coverage for the projects.

Informal efforts by the Chancellor's Office and the State Department of Education to improve vocational education opportunities for women were also reported. The following represent some of these efforts:

- Presentations at workshops and meetings by the Department of Education's Sex Equity Coordinator and the Chancellor's Office Affirmative Action Officer.
- Various program managers specified they had been involved reviewing instructional materials to ensure they are sex fair.
- One-day in-service workshops in health, office, consumer and homemaking education, and handicapped programs all contai sex equity components.

· During informal regional visits to secondary schools and community college districts by Chancellor's Office and Department of Education staff, information about sex equity projects, exemplary programs, and workshops were disseminated. However, those interviewed were unable to provide specifics as to the regularity of these visits or the time actually spent discussing sex equity issues.

· The Chancellor circulated a memo among his staff, delineating his position in support of the elimination of sex bias, by offering examples of bias-free language which the staff should use in all written materials.

Also, complementary efforts to improve opportunities for women in vocational education have been undertaken by organizations outside the vocational education unit. These include the following:

· Project SEE (Sex Equity in Education) through its workshops and its newsletter reaching 8,000 people, has undertaken activities to increase nontraditional employment in all areas, including vocational education. It has recently developed a slide-tape presentation on students in nontraditional occupations which will be made available district-wide to students and instructors.

· Program specialists in the Guidance and Counseling Unit have included a substantial sex equity component in their Master Training Program.

The California Commission on the Status of Women publishes a newsletter and provides resources and referrals on sex equity in various areas, including vocational education. Executives at the California Commission on the Status of Women noted that the San Diego Commission has developed Project M.O.V.E. (Maximizing Opportunities in Vocational Education). This project has compiled materials on educational and vocational opportunities for men and women in the San Diego area.

This listing of formal and informal efforts is not comprehensive. That would be beyond the scope of this project. Rather this listing reflects those efforts undertaken to improve vocational education opportunities for women with which the interviewed state staff are familiar.

Recommendations:

1) Efforts should be made to coordinate formal and informal activities undertaken to improve vocational education opportunities for women to ensure that:

- a) there is no duplication of effort;
- b) a sense of continuity and direction exists for all activities; and
- c) the results of all activities are widely disseminated to all levels in both the Department of Education and the Chancellor's Office as well as to other interested individuals and organizations.

2) Exemplary programs should be identified in specified areas, and those involved in the exemplary programs should be utilized to provide training to their colleagues. These workshops should provide participants with free materials and information which they can then use in their classroom. The Department of Education's Sex Equity Coordinator is currently in the process of developing and implementing this idea.

3) The information obtained and the materials developed by the state-funded sex equity and displaced homemaker projects should be widely disseminated to guarantee the utilization of this information at the local level. Project VEEP has started to do this in their Cycle 3 workshops, but additional efforts over a continuous period should be undertaken to enable local personnel to have the materials necessary to communicate in their classrooms, the ideas behind sex equity.

Objective B(9):

"Review the Self-Evaluation required by Title IX of the Educational Amendment of 1972."

Findings:

According to the Affirmative Action Officer in the Chancellor's Office, about half of the Community Colleges have submitted their Title IX Self-Evaluations. The Affirmative Action Officer reviews this document for content, making sure there is a grievance procedure which has been outlined for students. Letters to colleges and follow-up phone calls have been made to encourage the remainder of the colleges to submit their self-evaluations. The Affirmative Action Officer reported that colleges failing to submit this evaluation have been notified that they could be jeopardizing their future federal funding.

The staff from the Department of Education's Field Operations Office have worked to obtain the Title IX Self-Evaluations from the LEAs and have plans to warn local districts that claims may not be paid if the required Title IX self-evaluation (along with the student affirmative action plan, and the Sex Equity Survey) is not submitted. However, this has not been implemented yet at the regional level. The Sex Equity Coordinator specified that the Title IX Self Evaluations have been coming in at a regular pace and that as of June 15, approximately half of the required secondary school districts had submitted their forms. The Coordinator also indicated that the vocational education supervisors had been working hard to ensure their district's submission of a Title IX self-evaluation.

However, due to lack of time and staff, the Sex Equity Coordinator in the Department of Education has only been able to identify whether or not the evaluations have been submitted and has been unable to thoroughly review them.

An additional problem regarding the Title IX Self-Evaluations results from the lack of systematic guidelines for completing the document. As a result, there tends to be a lack of consistency in format among the reports. This inconsistency makes the review process cumbersome.

Therefore, the following is suggested.

Recommendations:

1) Vocational education personnel in the Department of Education and the Chancellor's Office should assist other interested organizations in establishing simple and consistent guidelines for institutions completing the Title IX Self-Evaluation. Examples of sample Self-Evaluations should be made available to institutions to help facilitate the completion of this report.

2) Department of Education and Chancellor's Office staff should fully implement procedures for withholding payment from those schools who do not complete the Title IX Self-Evaluation.

3) Because of the massive responsibilities of the Sex Equity Coordinator and the financial constraints which inhibit adding more staff, we recommend that the State Director of Vocational Education examine new and creative utilization of his staff members (whose prime responsibility may be in

other areas) to assist the Sex Equity Coordinator in monitoring the submission of the Title IX Self-Evaluations, and in analyzing them. These support staff members, when working in this capacity, should report directly to the Sex Equity Coordinator.

Objective B(10):

> "Review the Five-Year State Plan and annual program plans prior to their submission to the U.S. Commissioner of Education for approval, and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs."

Findings:

According to interviewed staff, the Affirmative Action Officer for the Chancellor's Office was not in her current position and thus not involved in reviewing the Five-Year State Plan. The Department of Education's Sex Equity Coordinator, on the other hand, was actively involved in making recommendations to the Five-Year Plan and the 1977-78 Annual Plan. The recommendations made were based on the input provided by the Coordinator herself, in addition to the Ad Hoc Advisory Committee on Sex Equity, the Sex Equity Committee of the California Advisory Council on Vocational Education, the Commission on the Status of Women, plus regional office personnel who have sex equity responsibilities. Few recommendations, however, were made to the original Five-Year Plan with reference to sex equity because it was considered an acceptable reflection of the federal legislation.

In general, recommendations were made to the Five-Year and 77-78 Annual Plan at various levels, starting with the State Planning Commission and ending with the public input meetings. Most people interviewed felt the review process utilized for the Five-Year Plan was quite extensive, pointing out that the process was carried out through Project LOCKE, whereby public hearings were held throughout the state. Upwards of 1300 individuals attended the state-wide input meetings and all persons on the Sex Equity Coordinator's extensive list were notified of the meetings.

These procedures appear to have been adequate for purposes of reviewing the Five-Year Plan and the 1977-78 Annual Plan; however, due to the tight time frame and limited personnel under which the most recent version of the 1978-79 Annual Plan was developed, the procedures do not appear to have been adequate. This is because neither the Sex Equity Coordinator for the Department of Education, the Affirmative Action Officer for the Chancellor's Office, nor interested advisory and community groups--particularly the Ad Hoc Committee on Sex Equity--were able to thoroughly review the plan and provide the amount of input they felt was necessary. As a result, these individuals and groups felt they had not been sufficiently included in the most recent planning process.

Recommendation:

The planning schedule should be distributed at an early stage to the Sex Equity Coordinators at both the Department of Education and Chancellor's Office, the Ad Hoc Committee on Sex Equity, plus other interested sex equity advisory councils and community groups to ensure that they are familiar with the deadlines. Annual plan drafts should be quickly disseminated, providing sufficient lead time for these groups and individuals to thoroughly review them and make recommendations. These

109

procedural changes should ensure that interested parties are involved in and have a greater impact upon the planning process. To guarantee a thorough review of sex equity issues in all stages of the planning process, either the Sex Equity Coordinator or a member of the Ad Hoc Advisory Committee on Sex Equity should be appointed to the committee responsible for annually revising the Five-Year Plan.

Objective B(11):

> "Make information developed pursuant to
> Section 104(b)(1) of the Act available to
> the State Board, the California State
> Commission on the Status of Women, the
> Commissioner, and the general public."

Findings:

This year an unusual effort is occurring with regard to disseminating sex equity information: the state's first Annual Accountability Report focuses on sex equity. According to plans, five thousand copies of this report will be disseminated to the legislature and interested community groups and individuals, the State Board, the California Commission on the Status of Women, and the U.S. Commissioner of Education. The report's focus on sex equity is only for this year and hence does not represent a continuous dissemination effort.

A description of the sex equity activities conducted by both the Department of Education and the Chancellor's Office, and the results of these activities will be highlighted in this report.

The COICC document (described on page 62) also analyzed and disseminated data pertaining to the sex distribution of those enrolled in all state-funded vocational education programs by 6-digit OE codes. However, this project, while producing some data which could be useful to vocational education decision-makers and policy planners, has received no directives from the state regarding the dissemination of these data.

State staff were familiar with a large number of activities designed to disseminate information related to sex equity, some of which they were personally involved in. Some of these activities include the personal efforts of the Department of Education's Sex Equity Coordinator and the Chancellor's Office Affirmative Action Officer. For example, the Sex Equity Coordinator has maintained close ties with dozens of women's groups, the Apprenticeship Council, and various County Commissions on the Status of Women. In addition, she has made numerous presentations to both educational and outside organizations.

Those interviewed were also familiar with a number of Subpart 3 projects, such as VEEP, SFK's, and others designed to disseminate sex equity information. Newsletters disseminated by various personnel in both the Department of Education and the Chancellor's Office were also described as periodically covering sex equity issues. Furthermore, numerous national and statewide women's newsletters were described as sometimes focusing on sex equity in vocational education.

While the above listing of activities obviously is not complete, it does clearly indicate that the dissemination of sex equity information appears to have a wide base, coming from both state staff and outside sources. From the interviews completed, it became obvious that the weakest link in the dissemination of information is the distribution of state data to outside groups responsible for monitoring state activities.

Recommendations:

1) Dissemination of information relevant for monitoring purposes, particularly information related to enrollment figures, should be widely disseminated to state, regional, and district staff, plus interested community groups and individuals.

2) The previously discussed dissemination activities should be maintained and broadened to ensure information reaches the classroom level. All accessible avenues of dissemination should be utilized to spread information on sex balance in enrollments and employment, and on the evaluation of sex equity efforts.

Objective C(1):

> "Identify and define the issues concerning sex bias, sex stereotyping, and sex discrimination that relate to vocational education and develop priorities in conjunction with Section 104(b)(1) of the Act for particular programs and projects."

Findings:

Instrumental in identifying and defining issues of sex equity and defining priorities for particular programs and projects were the Sex Equity Coordinator, the Commission on the Status of Women, the Sex Equity Committee of the California Advisory Council on Vocational Education, the Ad Hoc Advisory Committee on Sex Equity, plus interested community groups and educational personnel. Project Alive, a continuing effort to foster public participation in planning and thereby the program improvement process, is currently in the implementation stage. This project is designed to infuse sex equity concerns into actual priorities, practices, and programs within all vocational education program areas. The Project Alive committees recently met for the first time and developed specific funding priorities based on perceived need in both program and National Priority areas. This information developed by the committees will be used in producing future Requests for Proposals.

Recommendation:

As noted by CACVE in their Ninth Annual Report, greater specificity of goals and objectives related to sex equity should be developed in addition to criteria upon which the elimination of sex bias and stereotyping can be based. Only then can progress in reaching the goals of sex equity be clearly assessed.

Objective C(2):

> "Provide inservice training for state, county, regional, and local vocational education staff, and other personnel to enable them to help in the efforts to eliminate sex discrimination, sex bias, and sex stereotyping from all vocational education."

Findings:

State staff were aware of numerous vocational education training efforts directed toward eliminating sex bias, discrimination and stereotyping. The one they were most familiar with, and which most of them had attended, was the Vocational Education Equity Project (VEEP), a Subpart 3 project. VEEP utilized regional coordinators throughout the state, offering three cycles of one-day workshops for education personnel. The first cycle, held during fall of 1978, provided basic information on the sex fairness requirements of the 1976 Vocational Education Amendments and their relationship to Title IX. It also helped participants to identify sex discrimination, sex bias, and sex stereotyping in vocational education.

The second cycle, conducted in Spring of 1979, provided practical "how to" information on setting up sex equity programs in vocational education. This cycle emphasized the sharing of local and state-wide resources and presentations by directors of exemplary programs. In May, a third cycle was held where invited participants attended intensive workshops to become sex equity trainers on their own campuses. Project VEEP has also developed a variety of materials including a manual for use on the local campus and a slide-tape presentation on Title II and Title IX legislation.

Two representatives--one male and one female--were selected from each high school and community college to attend the VEEP workshops. In total, over 3000 individuals have participated in the workshops.

State staff also were familiar with other in-service training efforts which have been undertaken. For example, the Equal Rights Advocates, who direct another Subpart 3 project, have been involved in developing a handbook for use in analyzing sex bias problems and providing training in the use of their materials. State staff also cited numerous sex equity components which they have personally woven into vocational education in-service training within their specialization. One-day "road shows" for personnel in consumer and homemaking education, health, agriculture, and handicapped programs, to mention a few, were all reported to include a component specifically focused upon fostering sex equity. Moreover, the Consumer and Homemaking Education staff has developed a film entitled, Free to Choose, which focuses on how students can increase their educational and occupational options. Further, they have developed a two-day workshop which focuses on eliminating sex discrimination and sex stereotyping and which involves teachers in the development of sex fair materials.

The Sex Equity Coordinator for the Department of Education and the Affirmative Action Officer for the Chancellor's Office also reported personal involvement in conducting in-service workshops designed to eliminate sex bias, discrimination and stereotyping. The Sex Equity Coordinator for the State Department of Education, for example, attended most VEEP workshops where she presented information on sex equity. Furthermore, the Master Trainer Project, designed by the Guidance and Counseling Unit to train district-wide personnel how to conduct workshops to move a district toward implementing career education, was modified by its developers to include a sizeable sex equity component.

Ms. Barb Landers, Director of Project SEE, is also actively involved in offering in-service workships designed to provide technical assistance for meeting Title IX goals and objectives.

To date, there has been a significant amount of training focused on sex equity, but again, its impact is limited for a number of reasons. First, there seems to be minimal evaluation to determine the actual effectiveness of these efforts in fostering the development of activities, materials, and programs at the local level. Second, only six percent of the vocational education teaching and administrative personnel have been reached. The training efforts, to date, particularly the VEEP workshops, represent a very good beginning in this area. But they must be continued over a long term in order to build and maintain the momentum necessary to eliminate sex bias, discrimination, and stereotyping.

Recommendation:

1) Additional training is needed to a) ensure the momentum generated to date is not lost; and b) to reach a greater number of vocational education personnel.

Obviously, it is not possible to eliminate sex bias, stereotyping, or discrimination with a single sex equity component in a one-day workshop, or with two days of intensive training. It is a start, but only a start! What is needed is follow-through in terms of additional training and contact. Also, for sex equity activities to be developed and fully implemented at the local level, administrative personnel must be supportive. Thus, training efforts should be generated specifically for this population.

3.14.2 Activities Under Subpart 2

> "The State will set aside funds from Subpart 2 of Public Law 94-482 in order to reimburse local educational agencies for the costs of travel, per diem, and pay for substitute instructors to enable administrators, counselors, and regular instructors of vocational education to attend workshops on the elimination of sex bias and sex stereotyping from vocational education programs and services."

Findings:

To date, an incentive of $40 is provided to each participant in the VEEP workshop. Nearly all interviewed state staff agreed that the incentive played a major role in promoting participants at the VEEP workshop. However, they did not consider this amount adequate to completely cover travel, per diem, and substitute costs, noting $40 will generally not cover the complete cost of hiring a substitute instructor.

Recommendation:

Additional Subpart 2 funds should be set aside to ensure that the VEEP participants' costs in terms of travel, per diem, and pay for substitutes are entirely covered.

3.14.2 Activities Under Subpart 2

> "All local educational agencies will give assurances on an annual basis so that sex bias, sex stereotyping, or sex discrimination will not exist in any vocational education instruction or guidance programs, activities, or support services."

Local education agencies are asked to annually provide these assurances in a variety of ways which will specifically be discussed below in Objectives 1 - 5.

Objective 1:

> "State staff will distribute a uniform reporting form to local educational agencies and other funded agencies to collect enrollment data for 1976-1977 vocational education classes and programs to determine the distribution of vocational education administrative, instructional, and guidance staff by sex, courses, and programs."

Findings:

Forms VEA 47 and 48 were distributed for these purposes. Form VEA-47 assesses the number and sex of individuals employed in vocational education programs, whereas Form VEA-48 assesses the number and sex of individuals enrolled in these programs. (See pp. 62-67 for a further discussion of these forms.)

Objective 2:

> "The data described above will be maintained on file at each secondary and postsecondary school site that receives federal funds under the Act."

Findings:

All secondary and postsecondary schools are required to maintain the VEA 47 and 48 data on file. The PAR on-site follow-ups (discussed on page 107) assess the extent to which these documents are maintained on file. The Sex Equity Coordinator specified that when the PAR document indicates a secondary school does not have all the necessary forms on file, the school is referred to the state's Title IX Office--Project S.E.E.--for technical assistance.

Objective 3:

> "State staff will distribute any uniform terms or guidelines necessary for the completion of a local self-study and an activity schedule for correcting the deficiencies identified in the self-study."

Findings:

The Sex Equity Survey was distributed to all secondary and postsecondary institutions. (See pp.74-76 for a detailed discussion of this instrument.) Guidelines for completion, or criteria upon which responses rested were only provided for the community colleges and not for secondary schools. Moreover, it should be noted that the guidelines that were

122

distributed to the community colleges were noted by state staff to be lengthy and somewhat confusing.

Recommendation:

Clear, consise, guidelines for completing the sex equity survey, for both secondary schools and community colleges, should be developed and disseminated with the instrument. Clear instructions and criteria upon which to base responses should be developed to aid those completing the document and thereby increase the accuracy of the data collected.

Objective 4:

> "Local educational agencies shall have completed and have on file the local self-study and activity schedule."

Findings:

All secondary schools and community colleges are required to have the self-study and activity schedule on file. The PAR system will again help verify that these documents are in fact, on file. (See pp. 107 for a description of PAR.)

Objective 5:

> "All community colleges and 25% of all secondary schools will submit the local self-study and activity schedule to appropriate state agencies for review by state staff. These documents shall name the vocational program or guidance personnel that are responsible for the implementation of programs and activities described in the activity schedule. They shall be accompanied by the agency's self-evaluation form under Title IX of the Educational Amendments of 1972, its affirmative action plan, and an account of any pending or resolved grievances or complaints against the agency under Title IX or under Titles VI or VII of the Civil Rights Act of 1964."

Findings:

The Affirmative Action Officer in the Chancellor's Office reported that as of June 15, 1979, 80 of the 105 community colleges with vocational education programs had submitted the Sex Equity Survey. The remaining colleges are currently completing the Survey and will be submitting them to the Affirmative Action Officer. It was also reported that 105 out of the 106 community colleges in California had submitted their student affirmative action plans. The Title IX institutional self-study was submitted by the majority of the 106 colleges.* The Affirmative Action Officer informed us that colleges had been told that their failure to submit these documents could jeopardize future federal funding. The Affirmative Action Officer, in a preliminary analysis of the data collected by the Sex Equity Survey, identified the five areas in which the communtiy colleges are best implementing sex equity in vocational education and the five areas in which they feel the greatest need for technical assistance and training. While this analysis is useful in seeing the overall status of community colleges' sex equity efforts in the state, and was valuable in identifying the need for training as offered by the VEEP workshops, it does not offer any help in identifying local needs which must be addressed through program implementation.

In terms of the secondary schools, approximately 50% of the required LEAs have, to date, completed and filed with the State their Sex Equity Survey, Title IX Self-Evaluations, and Affirmative Action Plans. The Field Operations office in the State Department of Education is currently working to obtain all of these documents from the sites required to submit them to the Sex Equity Coordinator for review.

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*The Exact number of colleges submitting a Title IX Self-Study was not available upon completion of this report. However, the Affirmative Action Officer in the Chancellor's Office did specify that the majority of colleges had submitted these documents.

Recommendation:

Plans should be implemented to require all secondary and postsecondary schools to complete and have on file the Sex Equity Survey, Title IX Self-Evaluations and Affirmative Action Plans before their claim will be paid. This would be an important step in that it would illustrate the seriousness with which state staff view the completion of these documents, and thereby, the adherence to the Five-Year Plan to foster sex equity.

Objective 6:

> "By October 1979 and every year thereafter, all community colleges and 25% of the secondary schools shall submit to the persons responsible for sex equity in the State Department of Education and the Chancellor's Office of the California Community Colleges an annual update of the self-study and the activity schedule and an evaluation of the activities and programs that address sex bias, sex stereotyping, and sex discrimination. This evaluation shall consist of an accountability report that describes:
>
> A. The extent to which the district has achieved its goals and objectives
>
> B. The degree to which the district has coordinated uses of federal, state, and local funds
>
> C. The extent to which sex stereotyping and sex bias are being eliminated"

Findings:

These documents are not required for submission until October, 1979. Thus, this objective is not included in this year's evaluation.

Objective 7:

> "In fiscal years 1979-80, 1980-81, and 1981-82, an update of the documents that address the elimination of sex bias, sex stereotyping, and sex discrimination and the evaluation described in #6 above shall be on file at each secondary and post-secondary site that receives federal funds under the Act."

Findings:

These documents will not be completed until fiscal year 1979-1980. Thus, this objective is also not included in this evaluation.

Objective 8:

> "All data collected through the reporting processes described above shall be used by state staff in sample evaluation and monitoring processes."

Findings:

To date, as discussed earlier, the initial Sex Equity Surveys have not been thoroughly analyzed and the updated Sex Equity Surveys have not been completed. Therefore, the data is not available for monitoring or evaluation processes.

Objective 9:

> "Vocational education monitoring, review and evaluation systems will include the evaluation of equal access and representation in vocational education."

Findings:

The Chancellor's Office and Department of Education staff indicate the Program Administrative Review (PAR) document is the vocational education monitoring system they utilize. It is completed yearly by 25% of the secondary schools and 100% of the community colleges. The PAR documents used for monitoring purposes at the secondary and postsecondary sites are not identical because of separate areas of interest. However, they are both designed to ensure that each vocational education administrative unit, either the school district, community college, or regional occupational program, is taking those measures necessary for the proper administration of vocational education funds.

PAR serves a dual purpose for monitoring purposes. First, it informs vocational education coordinators and administrators of their administrative obligations under the laws and regulations. Second, it helps them devise methods for supplying the documentation and records necessary to satisfy audit requirements. Certain questions are specifically employed in the PAR survey to assess compliance with mandated sex equity activities (e.g. the completion of the sex equity survey; the maintenance on file of sex equity documents, such as the Sex Equity Survey and the VEA-47 and VEA-48 forms.)

PAR is completed at the high schools and community colleges through an interview process conducted by state staff. Any local site found to be deficient in one or more of the mandated areas examined by the PAR staff will be re-visited later in the school year to identify whether the deficiency has been overcome.

The Department of Education respondents specified that the Program Assessment of Vocational Education (PAVE) document is their program evaluation system. It is designed to describe and determine the effectiveness of the educational process for each instructional program, and it seeks to describe the status of vocational education programs throughout the state. It includes a number of questions related to sex equity concerns, particularly sex differences in program satisfaction and efforts to overcome sex inequities. Yearly, twenty-five percent of all secondary and regional occupational unit programs will be asked to complete a questionnaire describing facilities and operational practices for a given program. The questionnaire is designed to be completed by a group of program teachers and a vocational education administrator in less than an hour's time.

The second part of PAVE consists of an on-site follow-up. A stratified sample of 10% of all vocational education programs will be visited to verify and amplify the program questionnaires. One-hundred and thirty-six programs will be visited in 1979. During the site visits, which will be conducted by program area specialists, questionnaires will be distributed and interviews will be completed with administrators, counselors, teachers, and advisory committee members, plus 15 to 30 students per program. The program area specialists will summarize their findings for each school or regional unit. These summaries will be provided to both the Department of Education and the local site to help in making instructional program improvements.

A few problems exist with the data from the PAVE system. First, Dr. Neasham, the project director, will only be obtaining descriptive information from the on-site follow-ups in terms of the summary report containing the specific recommendations provided by the program specialists. Even though he will be collecting the interview schedules, he is unable to analyze them because of funding limitations. However, these data should be analyzed; if state staff are unable to do this, than an outside firm should be hired to identify sex equity concerns and sex differences in program satisfaction from the available data.

The PAVE system is a detailed vocational education evaluation system. It provides a valuable opportunity for evaluating many of the goals of the Five-Year Plan, including eliminating sex bias, stereotyping, and discrimination, and providing equal access for all men and women to vocational education programs. Therefore, it would seem advisable to include some items in both the student and educational personnel questionnaires to assess these goals, thereby providing an index over the years of the extent to which sex equity is actually occurring at the local level.

The Community College respondents specified that the Community College Occupational Programs Evaluation System (COPES) is also designed to determine the effectiveness of the educational process for each instructional program, thus serving as the program evaluation system. Again, certain specific questions are designed to assess equal access and other issues of sex equity. COPES is completed by a panel of individuals, all of whom are involved with the specific occupational program. In total, all community colleges will complete the questionnaire yearly with reference to one quarter of their programs, and on-site follow-ups will be conducted if funds and personnel permit.

COPES is a multi-focused assessment process. It includes both a general evaluation system as well as specific subsystems for sex equity, consumer and homemaking education, cooperative work experience education, and programs and services for disadvantaged and handicapped occupational students. Its main purpose is to aid colleges in evaluating their strengths and weaknesses through the completion of the COPES self-study questionnaires. A few items pertinent to sex equity are included in the general evaluation instrument, in addition to the entire sex equity subsystem. Both the main self-study questionnaire and the sex equity questionnaire will be distributed to all post-secondary sites.

The COPES system also includes a student questionnaire designed to assess student perception of occupational education.

This instrument will be disseminated to advanced students at the same time the colleges are completing their self-study questionnaires. These documents should be analyzed by the sex of the student, which to date is not provided on the document. The data should either be summarized by the colleges for males and females separately, or the raw data should be obtained. Furthermore, items capable of assessing sex bias, stereotyping and discrimination should also be added to both the student and educational personnel instruments.

With minor additions, the current data collection systems could easily provide all the necessary information to assess equal access in vocational education programs.

Recommendations:

1) Items capable of assessing sex bias, discrimination, and stereotyping should be designed for use in the COPES and PAVE evaluation systems. Ideas should be sought from knowledgeable sources both within the state staff and outside of it. Specific items should also be added to the student questionnaires to assess interest in entering nontraditional areas and perceived barriers to entering.

2) The COPES student questionnaire should assess the respondent's sex and the data should be analyzed by sex of respondent.

3) The PAVE data should be analyzed with specific reference to those items assessing sex equity concerns.

131

4) Follow-up site visits should be conducted to assess the extent to which program recommendations made through the PAVE and COPES evaluation systems are actually implemented.

3.14.3 Activities under Subpart 3 of the Act

Priorities

> "Priority will be given to projects that follow a research, curriculum, inservice, and pilot testing sequence in the following areas:
>
> 1. Preservice and inservice training of administrative, instructional, and guidance personnel
> 2. Counseling and guidance materials and programs
> 3. Recruitment of men and women into nontraditional occupations
> 4. Curriculum materials and instructional programs
> 5. Assessment of needs and programs for persons who had solely been homemakers but who now, because of disolution of marriage, must seek employment and for persons who are part-time employees and wish to seek full-time employment."

Incentives

> "Incentives will be provided to recipients in the form of:
>
> 1. High-priority funding to projects that address an imbalance of program enrollments by sex
> 2. Publicity to programs and projects that have made progress or show promise in overcoming sex bias, sex discrimination, and sex stereotyping."

Requests for proposals were sent out for each of the priority areas listed above. Further, Subpart 3 funded projects were required to have a sex equity component even though their primary focus may have been in a different area.

State staff specified that a total of 20 Subpart 3 projects were funded for the first two years (1977-78 and 1978-79) whose primary emphasis was in sex equity. Examples of priority area projects that received funding under Subpart 3 are:

1) Veep (Vocational Education Equity Project) which provided three cycles of in-service training workshops on sex equity to administrative, instructional, and guidance personnel;

2) The Master Training Program for vocational education counselors which included a major component focused on sex equity;

3) A project conducted by the Torrance Unified School District which helped motivate girls to prepare for math-related occupations;

4) The Davis Joint Unified School District project which developed instructional materials in vocational guidance, with emphasis on the reduction of sex bias and sex role stereotyping;

5) The Displaced Homemakers Projects which helped males and females--married, divorced, separated, and/or widowed--identify needs and set goals in order to enter or re-enter either the labor force or an educational field; and

6) The Great Expectations Project sponsored by Fullerton Union High School and Orange Unified School District which provided in-service training and resource materials designed to develop awareness of the processes involved in eliminating sex bias in vocational education.

Each proposal submitted for funding was rated on a point system, with the areas outlined above receiving high priority. The goals, objectives, and activities outlined in the various proposals were reviewed and points were assigned with reference to the required sex equity component.

For those programs or projects that had made progress or showed promise in overcoming sex bias, sex discrimination, and sex stereotyping, publicity was provided. The VEEP workshops, the Steiger, Fink, and Kosecoff, Inc. newsletter, and certain radio and TV spots briefly described the various Subpart 3 sex equity projects and helped familiarize the public as to their purpose and availability.

Recommendation:

A number of Subpart 3 projects have been funded in the priority areas identified by the State plan. Future Subpart 3 funding in the area of sex equity should not be reduced. A good start has been made; however, in order for the goal of sex equity to be met, greater funding and effort over the next few years will be required. Otherwise, only a minimal reduction of the problem will result.

For projects of an on-going nature which provide services to students and/or teachers, the funding period should be of sufficient duration to ensure that the efforts do not cease prematurely. For example, those projects which provide support services to students in non-traditional program areas should run for the period of time that such students are enrolled in the program. A project duration of two or three years will enable such services to follow at least one class of students from program entry through job placement.

For projects whose primary purpose is the development of tangible products (i.e., booklets, films, etc.), the funding period should be only as long as is necessary for completion. In addition, careful attention should be paid to product specifications in order to facilitate easy reproduction and wide dissemination.

The development of materials that show promise of statewide appeal and which are easily reproduced and disseminated should be given high priority for funding.

3.14.4 Incentives

> "The state will employ the following incentives to encourage the enrollment of both men and women in nontraditional courses of study and to develop model programs to reduce sex stereotyping in occupations and vocational education programs and services:
>
> 1. Priority will be given to proposals for funds under Subpart 3 for research or exemplary and innovative programs whose purpose is to overcome sex bias and sex discrimination in occupations and vocational education programs and services or to encourage men and women to enroll in nontraditional courses of study.
>
> 2. Publicity in the form of newsletter articles, news releases, involvement in the development and production of promotional films to inform other agencies will be given to local educational agencies that develop and successfully employ strategies or techniques to eliminate sex bias and sex stereotyping from occupations and vocational education programs and services."

The only incentives currently being utilized to encourage nontraditional enrollment and to develop model programs were previously discussed on page 115.

3.15 Support Services for Women

Goal "To ensure a comprehensive effort to meet the needs of women who enter vocational education programs designed to prepare individuals for employment in jobs that have traditionally been limited to men.

1. Assigned state personnel shall gather, analyze, and disseminate data on the status of programs addressing nontraditional occupations and support services for women."

State staff specified that the only data collection instruments currently being utilized to assess vocational education programs are the VEA-48, COPES, PAVE, and the Sex Equity Survey (see pp. 62-67; 74-76; 107-111). COPES and the Sex Equity Survey, however, are the only instruments which contain specific items relating to support services; the PAVE instrument only touches on this tangentially. Furthermore, the Sex Equity Survey does not thoroughly assess the status of these programs but rather identifies whether or not they are in existence at the particular site and if the local staff perceive a need for improvement in their provision of service.

Recommendation:

Data on the status of nontraditional occupations and support services for women should be gathered by all existing program evaluation instruments and should be thoroughly analyzed and widely disseminated.

> 2. "Assigned state personnel shall establish an ad hoc advisory committee which will include the State Commission on the Status of Women, women's apprenticeship organizations, and other organizations concerned with the entry of persons into nontraditional occupations and support services for women."

An Ad Hoc Committee on Sex Equity was established in January 1978. The committee includes individuals from the State Commission on the Status of Women, women's apprenticeship organizations, and other organizations concerned with both the entry of persons into nontraditional occupations and the provision of support services for women.

> 3. "Assigned state personnel shall determine, with the assistance of the ad hoc committee, priorities in addressing the needs of persons in nontraditional occupational training and support services for women."

The Ad Hoc Committee on Sex Equity was not in existence when the first sex equity projects were funded for 1977-78. Hence, funding priorities for projects dealing with sex equity and addressing the need for support services and needs of persons in nontraditional occupations were determined by state staff and through local hearings with input from various women's organizations and other interested persons and organizations. Further, the Sex Equity representatives to the National Priorities Committee under the auspcies of Project Alive recently met and helped develop future funding priorities in the area of sex equity.

> 4. "Assigned state personnel shall conduct at least two state conferences for the purpose of assessing the needs of women in nontraditional occupations."

To date these conferences have not been held.

Recommendation:

Funds and staff should be obtained to conduct these conferences, as mandated in the State Plan.

> 5. "A resource list of community and women's organizations, educational institutions, and federally funded projects that show how to provide support services for women shall be distributed to secondary and postsecondary institutions (1978-79)."

A resource list of community and women's organizations, educational institutions, and federally funded projects which address support services for women is currently being compiled and will be distributed to secondary and postsecondary institutions.

> 6. "State personnel shall provide inservice training for state, county, regional, and local vocational education and guidance personnel, including methods and materials for providing support services for women (1977-82)."

No inservice training has been held which solely and/or specifically focused upon the methods, and/or materials necessary for providing support services for women. However, the VEEP workshops provided resource materials regarding the various support services available for women during their Cycle II workshop.

Recommendation:

Training which solely and/or specifically focuses upon the methods and materials necessary for providing support services should be developed, widely publicized, and held at several sites throughout the state. This is needed to aid those responsible at the local level for developing support services for women.

> 7. "State personnel shall provide workshops for local educational agencies that shall include:
>
> A. Recruiting tactics to encourage women to enter nontraditional occupations (1978-79).
>
> B. Counseling and guidance techniques for women who have entered nontraditional occupations.
>
> C. Curriculum materials and information that show women students the options, alternatives, and ranges of jobs in seeking employment.
>
> D. Guidance and counseling techniques for assisting women students in seeking employment.
>
> E. Job development and placement services and techniques.
>
> F. Effective ways of providing job follow-up support services (1978-79)."

Both State and VEEP staff specified that the three cycles of VEEP workshops (see discussion on pages 96-97) covered each of the above topics. They noted that numerous exercises were developed for the specific purpose of presenting the required information. Various worksheets and handouts were utilized in some of the workshops to present facts on specific issues in sex equity and to provide exercises for the participants. Included among these were: "Developing a Plan for Recruiting Students into Vocational Training Programs Nontraditional to their Sex;" "Women in the Work Force;" "Influences on the Educational and Vocational Choices of Females and Males;" and "Recognizing

Sexist and Non-Sexist Behaviors."

8. "State personnel will coordinate at the state level the development of local or organizational model programs that:

   A. Develop and disseminate information about opportunities in nontraditional occupations and support services available to women who enter nontraditional programs.

   B. Develop and disseminate curriculum materials that will enable teachers to meet the needs of individuals in nontraditional programs.

   C. Develop and disseminate information on programs and services that are exemplary in providing support services for women in counseling strategies and materials, job development, job follow-up support, recruitment services, and placement services."

Over 50 local women's organizations and various state funded projects exist throughout California that develop and disseminate information and/or materials for women entering nontraditional occupations. Steiger, Fink & Kosecoff, Inc., for example, has disseminated information of this kind through its newsletter, and VEEP has done it through its workshops. Further, the Davis Joint Unified School District has been involved in developing bias free curriculum for vocational education.

The Sex Equity Coordinator for the State Department of Education has served to coordinate the efforts of many of these groups through regular communication and interaction with representatives from these various organizations. The Coordinator also works with those involved in developing and disseminating curriculum materials designed to enable teachers to meet the needs of men and women in nontraditional programs.

In addition, the Sex Equity Coordinator has developed a request for proposals which deals specifically with support services for women. A total of $150,000 has been set aside for projects in this area which will be funded for 1979-1980. Projects will deal with such issues as job placement, job follow-up, counseling, women in blue collar jobs, female participation in unions, and women in apprenticeships. After these projects are completed information, based on their programs will be disseminated.

Recommendation:

To date, there has been minimal dissemination of information regarding employment opportunities or support systems for women. Since year 1 of funding under the current Five-Year Plan is only now coming to a close, there also has not been any dissemination of curriculum materials. Wide dissemination of information and curriculum materials should occur to ensure that those at the local level obtain the materials and information necessary to meet the needs of non-traditional students.

9. "State personnel shall develop interagency agreements with teacher-training institutions to activate a program that will:

   A. Increase the number of women instructors in programs that have traditionally been male.

   B. Increase the number of women in vocational education administration (1978-82)."

One project, operating out of San Jose City College, was identified as involved in increasing the number of female instructors in vocational education. This project--Women Instructors in the Trades--recruits women blue collar workers and assists them in becoming vocational education instructors in the trades. These instructors will hopefully serve as role models, thereby attracting more female students into nontraditional classes as well as helping prepare and encourage these students to become future vocational education instructors.

However, no formal interagency agreements have been developed with teacher training institutions to activate a program to increase the number of female teachers in traditionally male classes or female administrators. On the other hand, Phase II of VEEP, which will be conducted in 1979-80, will offer workshops to personnel in four-year teacher-training institutions. Through this effort, hopefully, more female students will be recruited into training programs for vocational education instructors and administrators.

Recommendation:

Interagency agreements with teacher training institutions should be developed to better assure an increase in the numbers of female instructors and administrators in vocational education.

10. "State personnel will provide leadership activities and will coordinate local education programs that:

    A. Counsel women entering or enrolled in nontraditional occupations on the nature of such programs.

    B. Provide women with materials and information on the options, opportunities, and range of jobs available for women.

    C. Bring persons employed in nontraditional occupations into the schools to provide role models to women to encourage entry in such fields.

    D. Provide opportunities for women students to visit business and industry.

    E. Help women students find employment that is relevant to their training and interests."

Various individual efforts to promote sex equity are occuring at the local level, (See section of this report for a discussion of the site visit findings), but our visits to various secondary districts and community colleges indicate that they tend to be uncoordinated and sporadic, typically occuring on an informal, individual basis. Nevertheless, the Sex Equity Coordinator reported that labor representatives visit the schools frequently to talk with students about nontraditional occupations in the above areas.

Due to competing demands, state staff have been only minimally involved in providing leadership or coordinating local education programs. However, a few state sponsored efforts have been undertaken to help women find employment. The Displaced Homemakers projects, for example, try to find jobs for women which are relevant to their training and interests. Information is provided about existing career and educational opportunities and various guidance and testing programs.

Overall, state personnel were not able to provide a great deal of information regarding local level programs which impact on students. They noted that year two of the Five-Year Plan to achieve sex equity is still in progress and to date other priority areas have taken precedence.

Recommendation:

Greater effort by state staff should be directed toward the provision of leadership activities and the coordination of local education programs designed to impact upon students, as required in the Plan. The local personnel who could serve as facilitators for these efforts include those involved in job placement and counseling services. Through the use of existing networks and/or the developemnt of new networks, state staff may provide these individuals with the necessary training and resources to meet the needs of students enrolled in nontraditional programs.

> 11. "By November 1, 1977, the State Department of Education and the Chancellor's Office of the California Community Colleges will distribute to all local educational agencies the forms or guidelines that each local agency needs to complete a local self-study and create an activity schedule designed to correct any deficiencies identified by the self-study. In the self-study all local educational agencies will identify:

A. Support services and programs that encourage equal access and entrance into nontraditional occupations.

B. Those organizations, agencies, educational institutions, projects, or human resources that have addressed the entry of males and females into nontraditional occupations."

A sex equity survey has been disseminated which identifies whether the services, programs, and organizations outlined above, exist. However, the survey document has inherent problems in terms of formating and response categories which limit its usefulness. (See previous discussion on pages 74-77 .)

Further, the Survey did not assess specific activities undertaken to encourage the entry of students into nontraditional occupations; it only reported whether or not such programs existed and if the district/college was complying with Title II.

Recommendation:

The Sex Equity Survey should be modified to collect the information required above.

12. "Assigned state personnel shall provide for the establishment of criteria and review panels for projects and programs that address support services for women."

As previously mentioned (see page 123), the Sex Equity Coordinator has developed an RFP for projects which address support services for women. Criteria and review panels are currently being established for use in the allocation of these funds.

> 13. "Assigned state personnel shall provide technical assistance to civic organizations, labor unions and business and industry in their efforts to encourage females to enter nontraditional occupations."

The Sex Equity Coordinator for the State Department of Education has made numerous speeches to the California Apprenticeship Council and to various other business and industry organizations to assist them in their efforts to encourage females to enter nontraditional occupations. This is an extremely important step in achieving sex equity, since job availability is closely tied to student enrollment. The Sex Equity Coordinator has also acted as a liaison between the State Department of Education, Vocational Education Unit, and the Division of Apprenticeship Standards at the Department of Labor, ensuring that there is equal access in apprenticeships for women vocational education students who may want to participate in an apprenticeship program.

> 14. "Assigned state personnel shall monitor the progress of LEAs in providing programs for persons described in Section 120(J) and (L)."

The Sex Equity Survey identifies whether LEA's have set up programs for persons described in Section 120(J) and (L). However, once the Survey identifies whether or not the program exists, there are no further formal means for monitoring progress, since the survey merely identifies whether a program has been implemented or not.

148

Recommendation:

The Sex Equity Survey or other data collection systems should be utilized to thoroughly monitor the progress of LEAs in providing programs for persons described in Section 120(J) and (L).

> 15. "Assigned state personnel shall encourage the RAVE Councils to include on each advisory committee, representatives who have experience and expertise in such areas as the needs of women in apprenticeship."

The RAVE Councils were discontinued after Proposition 13 because of lack of funds.

> 16. "Assigned state personnel shall include an assessment of the state's progress in providing support services for women in annual program plans and accountability reports."

Sex Equity concerns have been included in the most recent State Plan and have been highlighted in the April 25, 1979 draft of the Accountability Report. Since projects providing support services for women have not as yet been funded, no assessment has occurred.

Once the support service programs for women are funded, a thorough third-party evaluation should be undertaken of all projects. The evaluation should be a mid-year rather than terminal evaluation to aid in the revision and improvement of the various projects.

3.16 Displaced Homemakers and Other Special Groups

Goal

> "To ensure that a comprehensive, articulated effort will occur to meet the needs of women who enter vocational education programs designed to prepare individuals for employment in jobs which have been traditionally limited to men.
>
> 1. Personnel appointed to address the duties pursuant to Sections 104.621 and 104.622 of the regulations will work in cooperation with all state staff and other state agencies. (1977-82)"

Personnel in both the State Department of Education and Chancellor's Office have been assigned responsibilities in the areas of sex equity, with particular reference to displaced homemakers. These personnel specified they work in cooperation with other state staff and state agencies when the need arises.

> 2. "A resource list of community and women's organizations, education institutions, and federally funded projects that address the needs of persons described in Section 104.621 of the regulations shall be distributed to secondary schools and postsecondary institutions. (1978-79)"

A resource list of community and women's organizations, educational institutions, and federally funded projects that address the needs of displaced homemakers is currently being compiled and will be distributed to secondary and postsecondary district personnel.

> 3. "Assigned state personnel shall conduct two statewide conferences for the purposes of (1) obtaining information on the needs of displaced homemakers and persons who are enrolled in nontraditional occupations, and (2) obtaining information on how to provide support services for women. (1977-78)"

150

No statewide conferences focusing on displaced homemakers have been held, due to lack of funds

Recommendation:

Funds and staff should be obtained to conduct these conferences as mandated in the State Plan. In planning for these conferences, the women's centers operating out of a number of community colleges could be utilized. Many such centers are already taking steps to meet the needs of displaced homemakers, and thus have valuable resources and personnel readily available. Inviting persons from women's centers to these conferences and emphasizing the opportunities for cooperation between educational personnel and women's center staff should enhance local efforts to provide for the needs of Displaced Homemakers.

> 4. "Inservice training for vocational education and vocational guidance personnel shall be held to address the needs of the persons described in Section 104.621 of the regulation. Such training shall include reference to programs that show promise in meeting the needs of those persons. (1977-82)"

No inservice training solely and/or specifically focused upon the needs of displaced homemakers has been held. However, the VEEP Workshops briefly covered this topic during their three one-day cycles.

Recommendation:

In-service training conducted specifically in accordance with the above stated objective should be developed, widely publicized, and held at a few sites throughout the state. This is necessary to aid those at the local level who are responsible for meeting the wide range of needs of the displaced homemaker. As stated above, women's center staff could be valuable resources when developing in-service training designed to address the needs of displaced homemakers.

> 5. "Assigned state personnel shall provide workshops for local educational agencies which shall:
>
>   A. Provide information on the needs of the persons described
>
>   B. Curriculum and guidance materials that show promise in meeting those needs
>
>   C. Support services that may assist those persons described (1978-79)"

Again, workshops solely and/or specifically designed to meet the above requirements have not yet been held. However, one workshop is planned for July, 1979, where the directors of the 8 displaced homemakers projects will provide the information outlined above, to LEA's. The VEEP workshops also covered the above topics during their three one-day workshops. But, the VEEP workshops did not focus specifically upon the needs of displaced homemakers; rather they provided necessary basic information of value to all in vocational education.

Recommendation:

Additional in-service training conducted in accordance with the above stated objective should be developed, widely publicized, and held at a few sites throughout the state, on an on-going basis. This is necessary to aid those at the local level who are responsible for meeting the wide range of needs of the displaced homemaker.

Using the local resources available through community college women's centers and emphasizing cooperative efforts between such centers and educational personnel should help increase the impact of such workshops.

> 6. "State staff will, through interagency agreements with teacher training institutions, activate a teacher training program that will provide formal educational knowledge in meeting the needs of displaced homemakers and other special groups. (1978-82)"

To date no formal interagency agreements have been developed with teacher training programs.

Recommendations:

Interagency agreements with teacher training institutions should be developed as required above.

> 7. " Each regional adult and vocational education council will be encouraged to include on its advisory committee, groups or individuals who have demonstrated concern, expertise, or experience in meeting the needs of persons described in Section 104.621 of the regulations for the Act. "

153

The newly developed Project Alive is intended to meet this objective through the inclusion of sex equity representatives on each advisory committee. It is assumed these people will provide necessary input and expertise pertinent to the needs of displaced homemakers.

> 8. "By April, 1978, any local educational agency that uses state or federal funds for vocational education programs and services shall include in its local plan to address sex stereotyping, sex bias, and sex discrimination: (1) a needs assessment statement for all groups described in Section 104.621 of the regulations including special courses these groups need to seek employment and placement services, and (2) a description of how organizations, projects, or human resources that have addressed the needs of those persons have been used.

State staff specified that local education agencies do not have plans; thus, this objective is not applicable.

> 9. "Local educational agencies may receive funds for programs and services that address the displaced homemaker and other special groups."

Eight Displaced Homemaker projects have been funded to date. Although the type of services offered vary from project to project, they generally provide counseling and career planning, vocational training, job placement assistance, and ongoing support. Between 5000 and 5500 people have made use of the Project's services.

151

3.16.1 Special Courses and Placement Services

> "In order to develop the special courses and placement services for displaced homemakers and others identified in Section 120(b)(1)(L) of the Act as required by Section 107(b)(4)(B) of the Act, the state shall set aside funds allocated under Subpart 2 for the development of model programs. The strategies and techniques that are developed as a result of these programs will be disseminated to local educational workshops as deemed advisable."

It was indicated that all products developed through the Displaced Homemakers projects would be sent to the State Department of Education, which would then develop a dissemination system. According to one state staff member, these products may be distributed through some in-service program or model demonstration program, such as VEEP. However, to date, no materials are ready for dissemiantion since the first set of sex equity projects are funded until June 30, 1979.

Recommendation:

Strategies and techniques developed to aid displaced homemakers should be widely disseminated to ensure they impact upon the local level.

LOCAL SITE VISITS

Procedures

During May, eight local sites were visited--four secondary and four community colleges. All sites were chosen by either the Sex Equity Coordinator for the State Department of Education or the Affirmative Action Officer for the California Community Colleges. The sites visited were:

Secondary Districts	Community Colleges
Berkeley Unified	DeAnza College
Chino Unified	Marin College
Mount Diablo Unified	Pierce College
Orange Unified	Porterville College

At each site, the following people were personally interviewed by a member of the research staff: two or three vocational education instructors, one or two administrators, one or two counselors, the Title IX Coordinator, and eight to ten students enrolled in vocational programs.

The interviews were designed to assess efforts underway to foster sex equity in vocational education at the local level and students interest in and experience with nontraditional vocational programs. In total 62 educational personnel (30 at the secondary and 32 at the post-secondary level) and 72 students (38 at the secondary and 34 at the post-secondary level) were interviewed.

Findings: Educational Personnel Interviews

Obstacles to the Enrollment of Nontraditional Students

The first set of questions asked of all respondents dealt with the existence of obstacles--such as quotas, differential counseling, and hesitancy by instructors--to the enrollment of nontraditional students in vocational education programs. The respondents were asked to rate (using a 5 point scale where "1" equalled "Not at All" and "5" equalled "Always") the extent to which each of nine specific obstacles exist today and to what extent they existed five years prior at their school/college.

The data clearly indicate a sizeable amount of progress has occurred during the last five years, as seen by the interviewed personnel. The respondents gave an average response of 2.5 when asked about the existence of these obstacles five years ago versus a response of 1.8 when asked about them currently (See Table 1.)

The respondents specified that the tendency for feeder school counselors to suggest traditional options to students is by far the greatest obstacles to the enrollment of nontraditional students in vocational programs. (This was noted to be a particular problem by the Community College respondents.) The respondents also noted that there are still some "unwritten understandings" perceived by both students and staff that indicate some programs are for males and others for females. They did note, however, that neither rules, regulations nor quotas currently obstruct the admission of nontraditional students into vocational programs.

Table 1: Mean Response Regarding the Existence of Specific Obstacles to the Enrollment of Nontraditional Students[a]

	Existence Now			Existence Five Years Ago		
	Total	S*	CC**	Total	S	CC
Rules and regulations denying admission on the basis of sex	1.0	1.0	1.0	1.6	2.0	1.2
Quotas limiting the number of males and females	1.0	1.0	1.0	1.2	1.2	1.2
Unwritten understanding by staff that some programs are for males and others for females	1.9	2.3	2.0	3.1	3.4	2.8
Unwritten understanding by students that some programs are for males and others for females	2.0	2.2	1.7	2.9	3.3	2.7
Tendency for this school's counselors to suggest traditional options to students undecided as to a career	2.0	2.0	2.0	2.9	3.4	2.5
Tendency for this school's counselors to discourage already interested students from entering nontraditional programs	1.7	1.8	1.5	2.4	2.8	2.0
Tendency for feeder school's counselors to suggest traditional options to students undecided as to a career	2.5	2.2	2.7	3.4	3.6	3.2
Tendency for feeder school's counselors to discourage already interested students from entering nontraditional programs	2.1	1.7	2.4	3.0	3.1	2.8
Reluctance by teachers to have nontraditional students in their courses	1.5	1.4	1.6	2.6	3.1	2.1
Tendency to take the sex of the student into consideration in determining work-study, cooperative education, or job placements	1.8	1.8	1.7	2.8	2.4	2.1

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[a] Each question was rated on a 5 point scale with a "1" indicating "Not at All," a "3" indicating "Somewhat" and a "5" indicating "Always."

* Secondary School Respondent

**Community College Respondent

Student Recruitment Activities

The respondents were next asked whether or not their school/ college has any special activities or programs designed to attract students into nontraditional occupational areas. Forty-four individuals responded positively, thirteen negatively, and four were unaware of any such activities. (At the community college level, the responses were 24-Yes; 6-No; and 1-Don't Know ; where as at the secondary level, the responses were 20-Yes; 7-No; and 3-Don't Know.) The activities and programs described were:

- Re-entry programs
- Women's Centers
- Career Centers
- Changes in titles of vocational programs
- Specific programs (such as "New View" at DeAnza College and "M.E.S.A." at Berkeley Unified which are both designed to attract women into engineering and other scientific fields).
- Career workshops/seminars
- Men-in-transition seminars
- Publicity drives directed toward nontraditional students in a specific program area

Nontraditional Placements

Next, respondents were asked whether any students had been placed in nontraditional work study and/or cooperative education assignments. Only 20 of those interviewed responded positively when asked about either work study assignments (6 at the secondary level and 14 at the community college level) or cooperative education assignments (10 at both the secondary and postsecondary level). The vast majority of the respondents were not involved in the placement of students and thus could not answer this question.

Examples of nontraditional student assignments described were:

- Female lab assistant in Auto Technology program
- Female janitors, truck drivers, groundskeepers, gas station attendants, automechanics, chef
- Males in secretarial, clerical, and reception positions
- Male peer counselor at women's center
- Male dental assistants, nurses
- Females in construction and engineering
- Males in child care positions

Nearly everyone aware of a student who had been placed in a nontraditional assignment felt that the effects of these assignments had been for "the better." They observed that the students placed in nontraditional assignments were generally working in an area that they found particularly interesting and had chosen of their own free will. As a result, it was felt the students received greater satisfaction from these job assignments. The respondents also noted the assignments were helping to break down the societal stereotypes of what "proper male" and "proper female" roles are. This was perceived as beneficial for both the students and society.

Acceptance of Nontraditional Students by Peers and Employers

The next questions asked how well the respondents felt nontraditional male and female students were accepted by the other students enrolled in the particular vocational programs. The respondents had a better grasp of the degree to which nontraditional females were accepted by other students than they did when asked about the acceptance of nontraditional male students. On the whole, the respondents felt the students were well accepted. Only one respondent indicated that the male students were "very poorly"accepted by the other students in the program, whereas three individuals gave the same answer when asked about the acceptance of female nontraditional students.

Table 2: Acceptance of Nontraditional Students by Other Students in the Program

	Number of Respondents					
	Acceptance of Female Nontraditional Students			Acceptance of Male Nontraditional Students		
Response	Total	CC	S	Total	CC	S
Very well	39	19	20	31	17	14
Moderately well	10	6	4	10	3	7
Not badly	4	2	2	3	3	-
Poorly	-	-	-	-	-	-
Very poorly	3	-	3	1	-	1
DON'T KNOW	8	5	3	13	9	4

The following question asked about the employers' willingness to hire nontraditional students. The respondents were less optimistic here than they had been regarding the acceptance of nontraditional students by their peers. The largest number of respondents (41%) felt employers were willing to hire nontraditional employees "more than half of the time;" however, 11 percent elt employers hired nontraditional students less than half of the time.

Table 3: Employers' Willingness to Hire Nontraditional Students

Response	Number of Responses Total	CC	S
At least 90% of the time	14	9	5
More than half of the time (60-89%)	21	10	11
About half of the time (41-59%)	10	8	2
Less than half of the time (11-40%)	5	3	2
Or hardly ever (0-10%)	1	-	1

Actions to Foster Sex Equity

The next set of questions asked respondents about the positive actions being taken by their particular school/college to foster sex equity in vocational education. The questions dealt with such actions as recruitment activities, guidance and counseling services, and job placement. For these questions, the respondents were asked to specify whether or not their school/college had completed or undertaken a specific action to foster sex equity or whether they had plans to do so.

The data (See Table 4) indicate that the actions to foster sex equity at the local level are most commonly being implemented on an individual, informal basis, rather than through any formal procedures. Twenty-five individuals out of 43 (58%) responding to the questions on male and female representation on advisory committees indicated that their school/college had sex balanced advisory committees. These were the only questions where more than 25 percent of the respondents indicated that the specific task had been completed or fully implemented.

The actions which local level educational personnel were most involved in were those relating to 1) special guidance and counseling for nontraditional students, and 2) the development of programs to make students aware of or to encourage them to enter nontraditional programs. Nearly 80 percent of the respondents indicated that their school/college was involved in implementing, on either a formal or informal basis, these special activities or programs to foster sex equity. However, it should be noted that when the respondents were asked specifically about the "informal individual efforts" being undertaken, it often

Table 4: Actions to Foster Sex Equity*

	Number of Responses					
	Currently No Plans To Do It	Will do it; formal planning not yet begun	Will do it; formal planning has begun	Currently implemented on an informal basis	Formal implementation has begun	Fully implemented or completed
Develop programs or curriculum to make students aware of potential sex inequities and their rights as employees	10 9^c 1^s	3 2^c 1^s	3 2^c 1^s	16 8^c 8^s	8 1^c 7^s	4 3^c 1^s
Conduct programs to make students aware of or encourage them to enter nontraditional programs	7 4^c 3^s	1 1^c	4 4^c	21 10^c 11^s	10 5^c 5^s	10 7^c 3^s
Conduct special job development, placement, or follow-up for nontraditional students	13 9^c 4^s	2 2^s	3 3^c	16 9^c 7^s	4 3^c 1^s	6 5^c 1^s
Make special guidance and counseling available to nontraditional students	6 3^c 3^s	3 1^c 2^s	1 1^c	2 10^c 11^s	4 3^c 1^s	12 10^c 2^s
Ensure female representation on all school advisory committees	4 3^c 1^s	1 1^s		9 5^c 4^s	4 2^c 2^s	25 13^c 12^s
Ensure male representation on all school advisory committees	4 2^c 2^s	1 1^s		8 3^c 5^s	5 3^c 2^s	25 15^c 10^s
Sponsor or conduct programs for employers or community groups to alert them to the problems of sex inequity	20 11^c 9^s	3 3^s		7 5^c 2^s	3 3^s	8 5^c 3^s

* ^{c}indicates responses made by community college personnel.
^{s}indicates responses made by secondary personnel.

appeared as if only a single effort had occurred by a single individual on a one-shot basis. This response option was also apparently selected by some individuals when they were unsure as to whether or not something was actually occurring at their site, but assumed "something must be going on somewhere."

From a review of the data in Table 4, it also became apparent that more community college respondents than secondary respondents specified both of the following: 1) their school had "no plans" to implement a particular program or activity, and on the other hand, 2) their school had fully implemented the particular program or activity. However, it should be noted that fewer secondary than post-secondary respondents answered this set of questions and this may, to some extent, explain this confusing set of data.

Actions to Meet the Needs of Displaced Homemakers

The respondents were then asked about special steps being taken to meet the needs of women returning to school, such as special counseling, day care, and evening classes. Only 74% of the respondents specified that their school was taking action to meet the needs of re-entry women. For the majority of respondents at the secondary level, this set of questions was not pertinent Since their dealings were only with younger, day students. (See Table 5.)

On the average, 95 percent of those answering this set of questions specified that each of these special steps to meet the needs of women returning to school had been implemented or was in the process of being implemented. In fact, nearly 80 percent of each of these special programs or activities had been either fully implemented or completed as specified by the respondents.

Table 5: Actions to Meet the Needs of Displaced Homemakers*

	Number of Responses					
	Currently no plans to do it	Will do it; formal planning not yet begun	Will do it; formal planning has begun	Currently implemented on an informal basis	Formal implementation has begun	Fully implemented or completed
Special re-entry programs	1 1^{c}			1 1^{s}	7 7^{c}	23 22^{c} 1^{s}
Remedial programs	2 2^{c}	1 1^{c}	2 2^{c}	3 2^{c} 1^{s}	1 1^{c}	22 21^{c} 1^{s}
Evening classes	3 2^{c} 1^{s}			1 1^{c}	2 2^{c}	26 24^{c} 2^{s}
Financial assistance	1 1^{s}			4 4^{c}	3 3^{c}	20 18^{c} 2^{s}
Daycare facilities				1 1^{c}	1 1^{c}	28 27^{c} 1^{s}
Special Counseling	1 1^{s}			2 2^{c}	3 3^{c}	27 25^{c} 2^{s}

* ^{c} indicates responses made by community college personnel.
^{s} indicates responses made by secondary personnel.

Adherence to Title IX Requirements

The respondents were also asked a series of questions dealing with the review, as required by Title IX, of policies and materials used by their school/college to ensure sex equity. Again they were asked if their school had implemented or planned to implement a series of specific actions. (See Table 6.)

The data show that only 5 percent of the respondents indicated that their district/school/college/ did not have any plans to complete the various required Title IX reviews and actions. On the average, nearly 60 percent of the respondents indicated that each of these required tasks had either been completed or was fully implemented.

To assess compliance with the recent (March 21, 1979) Federal Regulations for implementing Title IX, Title VI, and Section 504, counselors, administrators, and the Title IX coordinators were asked two specific questions. The first was: Have the following people been informed that all vocational opportunities are offered without regard to race, sex, color, handicap, or national origin? The responses were the following:

	Number of Responses					
	Yes			No		
	Total	CC	S	Total	CC	S
Students	35	23	12	-	-	-
Parents	28	17	11	2	1	1
School Staff	35	23	12	-	-	-
General Public	33	22	11	2	1	1

Table 6: Adherence to Title IX Requirements

	Number of Responses					
	Currently no plans to do it	Will do it; formal planning not yet begun	Will do it; formal planning has begun	Currently implemented on an informal basis	Formal implementation has begun	Fully implemented or completed
Review programs for sex inequities	6 5^c 1^s		1 1^c	4 2^c 2^s	6 2^c 4^s	17 7^c 10^s
Review curriculum materials and procedures for sex fairness	5 4^c 1^s		1 1^c	4 2^c 2^s	6 3^c 3^s	17 6^c 11^s
Review student recruitment policies, practices, and materials to assure they are nondiscriminatory	3 1^c 2^s		2 2^c	4 2^c 2^s	6 3^c 3^s	18 10^c 8^s
Review student admission policies, practices, and materials to assure they are nondiscriminatory	3 1^c 2^s			3 1^c 2^s	7 4^c 3^s	23 14^c 9^s
Invite staff and students to submit information regarding instances of sex bias or discrimination in policies, practices, or materials	6 4^c 2^s	1 1^c		5 3^c 2^s	3 1^c 2^s	22 11^c 11^s
Conduct school self-evaluations in response to Title IX	2 2^c	2 1^c 1^s		1 1^s	5 2^c 3^s	22 12^c 10^s

* ^{c}indicates responses made by community college personnel.
^{s}indicates responses made by secondary personnel.

Thus, the vast majority of the respondents indicated students, parents, staff, and the general public had all been informed of the availability of vocational education programs.

The respondents were further asked whether their campus had honored any requests from employers which specified that only students of a particular sex, race, color, national origin, or lack of handicap, need apply for an advertised position. Five respondents (3 community college and 2 secondary) indicated that their campus had honored such requests, in direct violation of the law. Twenty-five indicated their campus had not, and six did not know whether or not their campus had honored such requests.

Sex Equity Training of Local Educational Personnel

The respondents were also asked whether or not they had attended any programs, workshops, or activities designed to train them in areas relevant to meeting the goals of sex equity (See Table 7.)

Table 7: Sex Equity Training

	Number of Responses					
	Yes			No		
Area of Training	Total	CC	S	Total	CC	S
The identification of sex biased educational materials	40	20	20	21	11	10
The development or utilization of sex fair educational materials	33	14	19	25	16	9
The development of strategies for recruiting nontraditional students	27	14	13	32	17	16

The largest number of respondents had received some training in the identification of sex fair materials, whereas the smallest number had received training in recruiting nontraditional students. The training they had received was offered by various individuals and organizations, ranging from local in-service by individuals such as the Title IX Coordinator and the Director of the Women's Center, to statewide conferences and workshops put on by state and/or VEEP personnel.

Need for Additional Sex Equity Training and Resources

When asked whether or not they needed additional training in how to achieve sex equity, the respondents were nearly evenly split, with 28 responding positively and 29 negatively, equally distributed between the secondary and postsecondary respondents. Those who requested additional training overwhelmingly felt it should focus on strategies for recruiting nontraditional students. However, it should be noted that when the data were examined separately for teachers, counselors, and administrators, it became apparent that the vast majority (over 70 percent) of the counselors and administrators had received training in this area, whereas less than 35 percent of the instructors questioned had received such training.

The respondents also felt that they had adequate resource materials for achieving sex equity. Only 16 out of the 60 respondents asked this question felt they had a need for additional materials: 9 community colleges and 7 secondary personnel. Those who specified need for materials, requested information relating to job opportunities for nontraditional students and, once again, strategies for the recruitment of nontraditional students. Some respondents also criticized the availability and value of materials currently being utilized by their district/school/college. Again, as noted above, the counselors and administrators overwhelmingly felt they had sufficient resource materials, whereas only half of the instructors felt they had sufficient materials.

Efforts to Reduce Sex Inequities in Staffing Patterns

The final set of questions asked of the respondents dealt with efforts to reduce sex inequities in staffing patterns. They were again asked whether their district/school/college was currently implementing or planning to implement any hiring or promotion activities for positions normally held by persons of the other sex. The respondents were asked the extent to which hiring or promotion efforts were being undertaken for various positions. (See Table 8.)

A number of respondents referred to district Affirmative Action policies in answering these questions. They first qualified their answers by indicating that Proposition 13 severly curtailed their districts/colleges' hiring. Several also indicated that although a written affirmative action policy was in effect, few qualified women could be found to fill administrative positions and/or teaching positions in traditionally male fields.

Nonetheless, the findings illustrate that efforts to reduce sex inequities in staffing patterns are more prominent at the higher levels. For example, nearly 50 percent of the respondents indicated procedures were fully implemented when asked about administrative positions, whereas approximately 40 and 35 percent

Table 8: Efforts to Reduce Sex Inequities in Staffing Patterns*

	Number of Responses					
	Currently no plans to do it	Will do it; formal planning not yet begun	Will do it; formal planning has begun	Currently implemented on an informal basis	Formal implementation has begun	Fully implemented or completed
Hiring women for administrative positions usually filled by men	8 5^c 3^s	3 3^c	1 1^s	4 2^c 2^s	4 2^c 2^s	21 10^c 11^s
Hiring men for administrative positions usually filled by women	15 12^c 3^s	2 1^c 1^s	1 1^s	1 1^c	4 4^s	10 4^c 6^s
Hiring or promoting women for teaching positions usually filled by men	10 6^c 4^s	4 3^c 1^s		5 5^c	3 2^c 1^s	16 6^c 10^s
Hiring or promoting men for teaching positions usually filled by women	13 9^c 4^s	3 2^c 1^s		3 3^c	3 2^c 1^s	16 5^c 11^s
Hiring or promoting women for non-professional positions usually filled by men	9 7^c 2^s	2 2^c	2 2^s	7 5^c 2^s	5 1^c 4^s	16 7^c 9^s
Hiring or promoting men for non-professional positions usually filled by women	15 12^c 3^s	2 2^c	1 1^s	4 2^c 2^s	5 5^s	14 6^c 8^s

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* ^{c}indicates responses made by community college personnel.
^{s}indicates responses made by secondary personnel.

of the respondents indicated they were fully implemented when asked about teaching and nonprofessional positions, respectively. Furthermore, the respondents noted their district/school/college planned to reduce sex inequities in staffing considerably less often when the individual in the minority was male.

It should also be noted that 30 percent of the respondents interviewed said their district/school/college had no plans to reduce sex inequities in staffing. The data also revealed that approximately three times as many community college respondents when compared with secondary respondents indicated their school had no plans to implement these specific activities to overcome staffing inequities.

Findings: Student Interviews

A total of 72 vocational education students were interviewed--31 males and 41 females. Thirty-five of the students interviewed were enrolled in programs not traditionally taken by members of their sex.

Enrollment in Nontraditional Programs

The first question asked of the respondents was whether or not they had ever considered taking a vocational program not usually taken by members of their sex. Fifty-four of the respondents (75%) indicated they had at one time considered such a course, whereas only 40 of these students (53%) actually enrolled in the program they were interested in taking. Equal numbers of these respondents were at the secondary and post-secondary level.

Each student who had either considered taking or actually enrolled in a program nontraditional for their sex was asked about their personal concerns regarding the program. If the student choose not to take the course, they were asked about their reason for not enrolling (See Table 9.) The data illustrate that the biggest obstacle to the students' enrollment in nontraditional programs was their concern they did not have the background, requirements, or preparation necessary for the program. The next greatest obstacle was their own concern regarding how well they would perform in the program. Social pressure generally did not interfere with their desire to take a nontraditional program. However, it should be noted that 15

178

Table 9: Student Concerns Regarding Enrolling in a Nontraditional Program

		Number of Responses	
	Total	Secondary	Community College
My friends said not to take it	2	1	1
I was concerned about what other people would think	8	5	3
The teacher didn't want me to take it	0	-	-
My counselor didn't want me to take it	7	3	4
I didn't have the background to take it	18	13	5
I was concerned I wouldn't do well	14	9	5
The students in the class didn't want me to take it	7	2	-

percent of the respondents indicated that their counselor did not want them to take the nontraditional program they were considering.

Those students who actually enrolled in a nontraditional program were asked whether or not they had enjoyed the program. The overwhelming majority (nearly 95 percent) indicated they had.

Acceptance of Nontraditional Students by Students & Instructors

Students who were currently or who had ever enrolled in a nontraditional vocational program were asked how well they felt they were accepted by the other students in the program and by the instructor. Nearly every student indicated that he or she had been well accepted by both the students and instructor.

Awareness of Efforts to Recruit Nontraditional Students

Every student was then asked whether he or she had ever heard of any special programs, activities, lectures, workshops, or counseling efforts which encouraged students to take vocational courses not usually taken by members of their sex. Only 16 (22%) of the students interviewed (5 at the secondary and 11 at the community college level) were aware of any such efforts to recruit nontraditional students. The efforts with which they were familiar were typically informal in nature and most commonly undertaken by the Women's Center or one particular instructor on the campus.

When asked whether these special efforts had influenced any students to enroll in vocational programs they generally wouldn't have taken, nearly 85 percent of the students questioned

180

indicated they had. However, only three students (2 high school and 1 college) indicated that these special efforts had personally influenced them to take a vocational program they normally would not have taken.

Awareness of Title IX Violations

The students were also asked whether any rules or regulations existed at their school/campus which limited enrollment in certain vocational programs to members of a particular sex. None of the 71 students asked this question indicated that such rules or regulations existed on their campus.

The students were then asked if they were aware of any vocational course materials or procedures which either discriminated against or presented stereotypic portrayals of members of a particular sex. Twenty students (29%) indicated they were aware of sex biased materials or discriminatory practices in vocational education programs. When asked specifically about these problems, the students noted that the bias and discrimination were often subtle. For example, one student noted that her metal shop instructor expected her to make jewelry and the male students to work with heavy metals. Furthermore, the students specified that typing and nursing texts showed only females and the drafting, metal, and automechanics texts showed only males. Furthermore, the metal text was said to have an introduction which read: "This is a skill a young man should have..."

Efforts to Inform Students Regarding the Unequal Treatment of Men and Women in the Labor Force

Finally, students were asked whether or not they had ever heard of or attended any school-sponsored programs or lectures that explained the possible unequal treatment of men and women in the labor force. Only 10 students (9 secondary and 1 post-secondary) responded affirmatively. Again, these efforts to alert students to potential problems were described as being typically informal in nature--generally a brief discussion by an instructor in either a vocational or non-vocational course.

General Observations and Conclusions

As noted by those interviewed, problems of sex bias and discrimination still exist at the local level; there are considerably fewer problems, however, than there were five years ago. Students and educational personnel who were interviewed specified that a reluctance by some counselors and teachers to admit nontraditional students into their programs still exists. Furthermore, during our visit to the eight districts and colleges we often observed subtle examples of sex bias. For example, texts in single sex traditional programs were sometimes sex-biased and the Career Centers were often set up with job descriptions listing such positions as "fireman," "policeman," and "draftsman." In addition, three separate automechanics shops were observed to have posters depicting women in scanty clothing. Subtle examples of reverse discrimination also were noted, as when we were told by one counselor that "boys have a required prerequisite for enrollment in automechanics; however, girls do not."

Nevertheless, most of the educational personnel interviewed indicated that positive steps were being taken to foster sex equity in vocational education. The efforts being implemented at the local level were most often informal in nature, implemented on an individual basis rather than through any district- or college-wide formally directed programs. The only efforts which typically were formally implemented at the local level were directed toward the needs of re-entry women. Approximately 80 percent of those who responded indicated special efforts to meet the needs of women returning to school--night classes, day care, financial assistance--had been fully implemented on their campus.

Nearly 75 percent of the educational personnel interviewed specified formal and informal efforts were being implemented on their campuses to recruit students into nontraditional programs. On the other hand, less than twenty-five percent of the students interviewed were aware of any special recruitment efforts.

The schools/colleges were generally adhering to Title IX regulations. However, there were a few exceptions. For example, approximately five percent of those interviewed indicated their district/school/college had no plans to either perform the reviews or complete the actions required by Title IX. Also, nearly twenty percent of those aware of whether or not their campus had honored any requests from employers which were in violation of Titles IX, VI, and Section 504 indicated their campus had honored such requests.

When the various vocational education personnel were asked whether or not they had a personal need for additional training and/or resource materials, the majority of counselors and administrators said "No," whereas the instructors said "Yes." The respondents further indicated an overwhelming need for additional training and resources related to the recruitment of nontraditional students.

Finally, some educational personnel felt that the efforts to overcome sex inequities in staffing patterns were prejudicial, being based on a quota system. On the other hand, certain individuals indicated that there were serious problems with the male/female staffing ratio at their school/district/college, noting that few if any administrators were female.

In conclusion, many of those interviewed at the local level were actively and personally involved in fostering sex equity in vocational education. However, serious problems still exist which will require additional time, money, and personal effort to overcome. These resources will need to come from the state as well as from the regional, district, and local level.

181

REVIEW OF EXTANT DATA

As a means of assessing progress in overcoming sex bias and sex stereotyping, it is important to focus upon positive advances occurring over time. This is because one assumption behind the law is that in the absence of sex bias, sex stereotyping, and sex discrimination, the enrollments of men and women in vocational education programs, and their choice of jobs, will become more nearly equivalent than they are today. That is, the heavy concentration of women in a few, traditionally female careers is a result of socialization, not biology. If this assumption is correct, then success in reducing social barriers is expected to show up as increased enrollments (and completions and placements) of students of both sexes in programs not traditional to their sex.

Thus, as a means of evaluating progress toward achieving sex equity in vocational education, it becomes paramount that attention be focused upon readily available data collection systems. Systems which provide information related to students' outcomes, the progress of local level programs designed to foster sex equity, and the degree of local level compliance with federal and state mandates related to sex equity should all be reviewed and utilized. The review of these data are necessary for an evaluation of efforts to foster sex equity since they provide valuable base lines for gauging progress in future years.

An effective evaluation of progress toward sex equity must be both longitudinal (so that change over time can be measured) and built into an on-going data collection system, thus ensuring continuity while minimizing costs. Hence, the review of relevant, extant data was undertaken to provide base line information for purposes of monitoring progress over time and to identify problem areas needing remediation.

The following extant data collection systems were reviewed:*

1) VEA-48 which collects information on the number and sex of students enrolled and completing each vocational program offered in the state. (See previous discussion on pages 62-65);

2) VEA-45 which collects information on the number and sex of students being placed in a job after having completed a given vocational program. This data is also collected for each vocational program offered in the state;

3) VEA-47 which collects information on the number and sex of teaching and administrative personnel employed throughout the state for 2 digit OE codes. (See previous discussion of pages 66-67);

4) Program Administrative Review (PAR) instrument which assesses compliance with federal and state mandates.* (See previous discussion on page 107);

5) Program Assessment of Vocational Education (PAVE) which describes the status of vocational education programs at the secondary level. (See previous discussion on pages 108-109; and

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*Only secondary data are presented here, even though PAR is also utilized by the California Collmunity Colleges. However, the PAR instruments, distributed by the Chancellor's Office on May 11th, 1979 were not due back until June 15, and thus were not available for our review.

186

6) The Sex Equity Survey which examines compliance with the 1976 Vocational Education Amendments. (See previous discussion on pages 74-76.)*

Review of VEA-48 Data

Enrollment data from previous years were obtained from the VEA-48 and from COICC's report entitled,"Moving Toward Sex Equity in Vocational Education: A Study in Five Parts," (see discussion on page 62) for both secondary and postsecondary levels. These data are shown in Table 1 for each vocational program with statewide enrollments exceeding 500, for both the 1976-77 and 1977-78 school years. The table indicates the percentage of female students in each program. It also identifies these programs which have female enrollments between 30 and 70 percent for 1977-78.

Upon review of the data, it becomes apparent that there has been slow, but steady improvement in the number of females and males enrolled in certain vocational programs during the last six years. In particular, agriculture, home economics, (9.01) and certain of the trade and industrial occupations have shown considerable progress in the enrollment of nontraditional students. It should also be noted that 29 percent of the reviewed programs at the secondary levels and 36 percent of those at the postsecondary level had female enrollments between 30 and 70 percent for the 1977-78 school year.

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*We had originally intended to review the Community College Occupational Programs Evaluation System (COPES); however, the data were not available for review because of difficulties in their collection and reduction. Nevertheless, this is an important source of extant data related to sex equity in vocational education which should be thoroughly reviewed in the future.

Table 1: Total Female Enrollment Percentages [a,b]

SECONDARY

SCHOOL YEAR

Program	71-72	73-74	75-76	77-78
AGRICULTURE - TOTAL				31*
Agriculture Production	23	31	34	36*
Agricultural Supplies/ Services	5	35	46	44*
Agricultural Mechanics	3	4	5	6
Ornamental Horticulture	28	36	37	37*
Landscaping	8	19	31	25
Agricultural Resources	15	30	30	29
Forestry	9	21	21	21
Agriculture, Other	33	42	45	58*
DISTRIBUTIVE - TOTAL				69*
Apparel & Accessories	65	91	87	93
Food Distribution	69	76	73	70*
General Merchandise	60	67	71	73
Hotel & Lodging	44	65	57	56*
Real Estate	35	42	40	41*
Recreation & Tourism	55	42	52	66*
Transportation	50	23	32	59*
Retail Trade	64	75	78	57*
HEALTH OCCUPATIONS - TOTAL				87
Dental Assisting	78	99	98	95
Practical Nursing	96	97	96	96
Nursing Assistance	92	90	91	89
Miscellaneous Health Occupations	76	81	90	90
Medical Assistant	100	99	98	94
Medical Emergency Tech.		27	35	33*
Health Occupations Education, Other	86	87	81	78
HOME ECONOMICS - TOTAL				80
9.01				
Homemaking Preparation	93	87	84	79
Comprehensive Homemaking	93	87	82	81
Child Development	97	90	94	92
Clothing and Textiles	98	98	98	96
Consumer Education	81	86	66	60*
Family Relations	89	73	70	72

[a] The data reported are from the VEA-48. Previous years data were obtained for colleges/ schools to show enrollment trends. Only programs with statewide enrollments exceeding 500 for both 1976 and 1977 school years are listed.

[b] Asterisks indicate those 1977-78 programs which have female enrollment percentages between 30 and 70 percent.

SECONDARY

Program	71-72	73-74	75-76	77-78
HOME ECONOMICS (Cont'd)				
Foods & Nutrition	86	76	68	69*
Home Management	93	80	80	70*
Housing & Home Furnishings	90	94	89	92
Homemaking, Other	86	91	90	71
9.02				
Care & Guidance of Children	96	95	90	92
Clothing Management, Production	99	91	99	97
Food Management, Production	57	55	55	57*
Institutional & Home Management	88	83	80	82
INDUSTRIAL ARTS - TOTAL				12
OFFICE OCCUPATIONS- TOTAL				80
Accounting & Computing	76	67	73	69*
Bookkeepers	75	78	69	78
Machine Operators: Billing, Bookkeeping	71	81	85	76
Tellers	100	96	82	88
Business Data Processing Systems	48	70	69	68*
Peripheral Equipment Operators	71	67	65	84
Programmers	47	46	45	45*
Filing, Office Machine. Gen. Off. (C) (14.0300)	84	85	82	79
Duplicating Machine Operators	62	65	68	74
General Office Clerks	84	83	80	80
Filing, Off. Mach., Gen. Off.-Clerical (14.0399)	96	86	95	95
Communications Clerk	97	91	89	92
Educ. Assistants & Training		74	66	71
Stenographic, Secretarial, & Relat. (14.0700)	96	98	91	93
Secretaries	98	96	99	92
Stenographers	97	96	96	92

SECONDARY

Program	71-72	73-74	75-76	77-7
OFFICE OCCUPATIONS (Cont'd)				
Stenographic, Secretarial, Related (14.0799)	94	93	97	94
Typing & Related Occupations (14.0900)	84	81	82	78
Clerk-Typists	83	83	84	83
Typists	81	79	78	81
Typing & Related Occupations (14.0999)	95	95	84	93
Office Occupations, Other	63	71	68	85
TECHNICAL EDUCATION - TOTAL				41*
TRADE & INDUSTRIAL OCCUPATIONS				18
Air Conditioning	0	0	1	12
Appliance Repair	2	8	5	6
Automotive Services	1	3	5	4
Body & Fender	0	2	2	3
Mechanics	2	2	4	5
Specialization, Other	0	21	6	4
Automotive Services , Other	0	4	6	6
Aviation Occupations	26	27	41	16
Commercial Art Occupations	36	39	47	44*
Commercial Photography Occupations	10	36	32	41*
Photographic Laboratory	30	38	33	45*
Construction & Maintenance (17.1000)	0	3	6	7
Carpentry	0	1	3	4
Electricity	2	3	2	6
Heavy Equipment Construction	0	6	14	15
Masonry	0	0	0	3
Construction & Maintenance (17.1099)	0	4	6	1
Custodial Services	16	6	14	14
Diesel Mechanic	0	1	1	16
Drafting	5	3	10	12
Electronics Occupations	9	11	12	12
Communications	16	16	40	31
Industrial Electronics	9	10	12	46
Radio/Television	3	4	9	13

SECONDARY

Program	71-72	73-74	75-76	77-78
TRADE & INDUSTRIAL OCCUPATIONS (Cont'd)				
Electronics Occupations, Other	6	7	15	20
Graphic Arts Occupations	6	13	21	24
Printing Press Occupations	10	17	27	34*
Metalworking	0	1	2	5
Machine Shop	1	1	2	4
Metal Trades, Combined	0	0	3	4
Sheet Metal	0	0	3	6
Welding & Cutting	1	2	3	2
Cosmetology	71	94	91	92
Plastic Occupations	11	9	13	12
Public Service Occupations		30	41	46*
Fireman Training	2	3	4	8
Law Enforcement Training	33	31	38	36*
Public Service Occupations, Other	22	64	74	57*
Quantity Food Occupations	58	59	49	49*
Cook/Chef	40	71	59	53*
Small Engine Repair, Internal	10	2	5	5
Textile Production & Fabrication	99	85	85	89
Woodworking Occupations	1	2	7	6
Trade & Industrial Occupations, Other	33	31	34	30*
Upholstery	44	34	30	36*
Millwork & Cabinetmaking	4	4	6	9
WORK EXPERIENCE - TOTAL				48*
Exploratory Work Experience Education	63	60	61	54*
General Work Experience Education	42	43	42	47*
GRAND TOTALS	64	63	58	55*

POST-SECONDARY

	SCHOOL YEAR			
Program	72-73	74-75	75-76	77-78
AGRICULTURE - TOTAL				35*
Agricultural Production	18	26	26	40*
Animal Science	23	45	50	49*
Plant Science	18	23	24	22
Farm Business Management	18	20	20	23
Ornamental Horticulture	27	34	33	41*
Landscaping	11	29	28	31*
Ornamental Horticulture, Other	6	20	37	50*
Forestry	11	15	15	24
Agriculture, Other	21	27	25	25
DISTRIBUTIVE EDUCATION- TOTAL				46*
Advertising Services	28	32	36	46*
Apparel & Accessories	73	75	77	81
Finance & Credit	52	44	46	51*
Food Distribution	61	68	46	65*
Food Services	37	46	52	52*
General Merchandise	37	31	32	41*
Hotel & Lodging	36	31	28	35*
Industrial Marketing	28	21	28	40*
Insurance	23	21	23	38*
Real Estate	32	31	31	42*
Recreation & Tourism	48	50	51	64*
Transportation	57	43	48	59*
Other Retail Trade	55	30	25	54*
Instructional Programs, Other	28	43	39	45*
HEALTH OCCUPATIONS - TOTAL				74
Dental Assisting	92	98	98	96
Dental Laboratory Technology	39	29	29	38*
Nursing (Associate Degree)	92	90	89	87
Practical Nursing	93	91	87	88
Nursing Assistance	91	89	84	90
Psychiatric Aide	70	69	63	65*
Nursing, Other	97	87	89	83
Radiologic Technology	58	57	58	61*
Mental Health Technology	66	50	48	69*
Mental Health Technician	68	71	72	74
Miscellaneous Health Occupations	62	71	84	-

POST-SECONDARY

Program	72-73	74-75	75-76	77-78
HEALTH OCCUPATIONS (Cont'd)				
Inhalation Therapy	55	53	47	49*
Medical Assistant	95	95	91	89
Medical Emergency Technician	18	25	19	31*
Health Occupations Education Other	80	69	66	68*
HOME ECONOMICS - TOTAL				83
Homemaking Preparation for Personel Home	92	87	92	88
Comprehensive Homemaking or Home Economics	87	89	89	78
Child Development	92	93	89	91
Clothing & Textile	99	96	88	92
Consumer Education	86	75	67	71
Family Relations	80	80	68	69
Foods & Nutrition	92	86	81	83
Housing & Home Furnishings (9.02)	80	80	71	84
Care & Guidance of Children	91	87	83	87
Clothing Mgmt., Production & Ser.	96	95	87	88
Food Mgmt., Production & Ser.	79	74	68	77
Home Furnishings, Equip. & Ser.	84	87	75	82
Occupational Preparation, Other	51	84	94	70*
OFFICE OCCUPATIONS - TOTAL				61*
Accounting & Computing Occupations	44	50	49	55*
Accountants	38	49	54	55*
Bookkeepers	60	59	62	72
Tellers	59	56	58	59*
Business Data Processing Sys. Occ.	35	37	39	46*
Filing, Office Machines & Gen. Office	72	77	70	76
File Clerks	-	85	79	83
General Office Clerks	75	64	64	61*
Information Communications Occupations	54	47	34	42*
Informations Communication, Other	65	50	52	82
Personnel, Training & Related Occupations.	31	38	40	57*
Educational Assistants & Training Spec.	81	48	51	73
Stenographic, Secretarial, & Related Occ.	89	86	86	92

POST-SECONDARY

Program	72-73	74-75	75-76	77-78
OFFICE OCCUPATIONS (Cont'd)				
Secretaries	93	90	93	92
Stenographers	97	92	83	96
Other Stenographic, Secretarial & Related	98	93	90	81
Supervisory & Admn. Mgmt.	27	28	29	39*
Other Supervisory & Administrative Mgmt.	23	37	41	19
Typing & Related Occupations	82	82	78	81
Clerk Typists	90	88	79	80
Other Office Occupations	62	54	59	67*
TECHNICAL EDUCATION - TOTAL				21
Engineering Related Technology	0	10	8	16
Aeronautical Technology	14	16	12	35*
Architectural Technology	10	96	13	17
Automotive Technology	3	6	3	5
Civil Technology	11	22	13	10
Sanitation Technology	0	3	1	6
Electrical Technology	6	3	3	6
Electronic Technology	4	7	7	11
Environmental Control Technology	12	2	16	26
Industrial Technology	5	6	2	7
Mechanical Technology	5	8	8	14
Production	4	6	8	-
Scientific Data Processing	39	34	33	32*
Other Engineering Related Technology	3	8	8	43*
Commercial Pilot Training	11	14	17	18
Fire & Fire Safety Technology	0	2	2	4
Police Science Technology	16	20	22	26
Other Misc. Technical Education	7	15	39	36*
TRADE & INDUSTRIAL - TOTAL				22
Air Conditioning	0	1	6	2
Automotive Services	1	8	8	-
Body & Fender	1	1	2	3
Mechanics	2	6	6	7
Specialization, Other	4	2	3	9
Aviation Occupations	14	13	9	5
Aircraft Maintenance	3	2	3	6
Blueprint Reading	11	15	5	15
Commercial Art Occupations	48	45	48	55*
Commercial Photography	28	28	27	36*
Photographic Lab. & Darkroom Occupations	23	30	29	41*

POST-SECONDARY

Other Commercial Photography Occupations	11	26	35	11
Construction & Maintenance Trades	3	1	3	6
Carpentry	1	3	3	6
Electricity	0	1	2	6
Masonry	0	1	1	3
Painting & Decorating	1	2	3	4
Plumbing & Pipefitting	0	9	0	2
Other Construction & Maintenance Trades	0	4	2	4
Custodial Services	18	32	24	12
Diesel Mechanic	0	0	0	3
Drafting	11	15	14	22
Electrical Occupations	2	2	2	6
Electronics Occupations	18	8	7	12
Radio/Television	3	6	9	6
Foremanship/Supervision & Mgmt.	14	24	23	36*
Graphic Arts Occupations	19	18	19	29
Maritime Occupations	2	4	5	6
Metalworking Occupations	0	3	2	4
Machine Shop	2	3	3	5
Machine Tool Operation	0	2	7	4
Sheet Metal	0	5	0	1
Welding & Cutting	5	3	2	4
Other Metalworking	15	2	1	4
Barbering	6	5	12	47*
Cosmetology	85	87	84	81
Public Service Occupations	31	40	31	67*
Fireman Training	0	1	3	20
Law Enforcement Training	15	21	20	23
Other Public Service Occupations	47	39	42	61*
Quantity Foods Occupations	54	57	57	41*
Refrigeration	0	1	2	2
Small Engine Repair	2	5	4	5
Upholstering	33	55	55	53*
Woodworking Occupations	17	4	7	35*
Millwork & Cabinet Making	6	8	9	10
Other Trade & Industrial Occ.	18	22	23	22

Review of VEA-45

The number of students employed full-time in their trained or related area was identified from the most recent VEA-45 data. Table 2 depicts the female percentage of students enrolled, completing (both from the VEA-48 and the COICC report) and being placed (from the VEA-45) in their chosen occupations* Only those programs were listed which had statewide enrollments exceeding 500 for the last two years and for which a minimum of 60 individuals were placed in full-time occupations, as indicated by the VEA-45 summary printout.

The data suggest the existence of a serious problem surrounding the placement of nontraditional students. Ideally, the percentage of students enrolled, completing, and being placed should be fairly consistent throughout. However, it seems, from the data in Table 2, as though nontraditional students in certain programs may be experiencing difficulties in securing full-time employment in their chosen field. For example, approximately 35 percent of those enrolled and completing secondary agricultural production programs are female, whereas only 15 of those finding immediate, full-time employment in the field are women. Also, at the postsecondary level, approximately 10 percent of those enrolled and completing medical assistant programs are male; however, only two percent of those being placed are men. Even worse, nearly one quarter of the students enrolled in and completing "other occupational preparation programs" in home economics are men; yet, only six percent of those finding full-time employment in this vocational area are males. This disparity between the number of nontraditional students completing the various vocational programs and the number finding employment is obvious throughout many of the programs.

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*The data in Table 2 were taken from 1976-77 school year data since placement data for 1977-78 school year will not be available until late July.

Some of the numeric differences between enrollments, completions, and placements in Table 2 may not appear significant, such as when 10 percent of the postsecondary students completing an electronic technology program are female and 7 percent of those being placed are female. Yet, this indicates, assuming the data are representative of the status of the population from which they were drawn, that the women are finding employment at a significantly lesser rate than the men, since nearly 10 women completed the program for every 100 men, whereas only 7 women found employment for every 100 men.

The data in Table 2 also suggest problems may exist with the retention of nontraditional students in certain vocational programs. For example, thirteen percent of the students enrolling in stenographic, secretarial, and related programs at the secondary level are male; yet, only 5 percent of those completing the program are male. Furthermore, twelve percent of the students enrolled in mechanical technology programs at the postsecondary level are female, whereas approximately 6 percent of the students completing the program are women.

The above discussion suggests state staff should focus attention upon the identification and remediation of the problems which appear to exist in terms of the completion and placement of nontraditional students in certain programs.

Table 2: Female Enrollment, Completion and Placement Percentages for the 1976-77 School Year

SECONDARY

Program	Enrollment	Completion	Placement
AGRICULTURE			
Agricultural Production	35	34	15
Agricultural Mechanics	7	0	2
Ornamental Horticulture	40	43	38
DISTRIBUTIVE			
Food Distribution	72	71	77
General Merchandise	73	66	64
HEALTH OCCUPATIONS			
Practical Nursing	95	94	94
Nursing Assistance	91	93	94
Health Occupations Education, Other	89	91	94
HOME ECONOMICS (9.02)			
Care and Guidance of Children	93	92	96
Food Management, Production	57	53	54
OFFICE OCCUPATIONS			
Accounting & Computing Occupations	68	67	74
Bookkeepers	73	71	82
Machine Operators: Billing, Bookkeeping, Computing	84	83	88
Peripheral Equipment Operators	73	75	84
Filing, Office Machines, General Office Clerical	85	76	85
General Office Clerk	81	83	92
Filing, Office Machines, General Office Clerical	92	84	89
Communications Clerk	92	93	98
Stenographic, Secretarial & Related	87	95	97
Secretaries	96	97	99
Stenographers	96	97	98
Stenographic, Secretarial & Related	95	98	99
Typing & Related Occupations	89	81	84
Clerk Typists	83	82	93
Typists	76	73	84
Typing & Related Occupations	86	81	86

SECONDARY

Program	Enrollment	Completion	Placement
TECHNICAL EDUCATION			
TRADE & INDUSTRIAL OCCUPATIONS			
Automotive Services	7	4	2
Body and Fender	3	3	1
Mechanics	5	4	1
Specialization, Other	3	4	1
Automotive Services, Other	6	4	2
Construction & Maintenance Trades	6	7	5
Carpentry	3	2	2
Drafting	9	8	3
Electronics Occupations	12	14	23
Graphic Arts Occupations	20	22	10
Printing Press Occupations	26	19	5
Metalworking	4	3	0
Machine Shop	5	1	1
Metal Trades, Combined	2	4	1
Sheet Metal	2	3	3
Welding & Cutting	3	7	4
Cosmetology	92	87	85
Textile Production & Fabrication	86	95	100
Upholstery	32	42	42
Woodworking Occupations	5	9	7

POST-SECONDARY

Program	Enrollment	Completion	Placement
AGRICULTURE			
Agricultural Production	26	28	11
Animal Science	51	46	44
Plant Science	29	31	20
Agricultural Supplies/Services	20	26	30
Ornamental Horticulture	34	31	23
Landscaping	27	29	19
Ornamental Horticulture, Other	42	37	33
Agriculture, Other	27	20	15
DISTRIBUTIVE EDUCATION			
Apparel & Accessories	82	79	73
Finance & Credit	49	48	49
Food Distribution	65	67	48
Food Services	45	55	42
General Merchandise	37	39	37
Hotel & Lodging	38	31	33
Industrial Marketing	39	36	34
Insurance	34	22	20
Real Estate	37	35	35
Recreation & Tourism	61	60	61
Transportation	56	48	44
Retail Trade, Other	51	61	65
HEALTH OCCUPATIONS			
Dental Assisting	97	99	99
Dental Laboratory Technology	29	27	20
Nursing (Associate Degree)	91	92	92
Practical Nursing	90	88	90
Nursing Assistance	84	92	93
Psychiatric Aide	63	68	65
Nursing, Other	69	64	83
Radiologic Technology	60	53	54
Mental Health Technician	71	68	65
Inhalation Therapy	52	47	45
Medical Assistant	90	89	98
Medical Emergency Technician	24	20	15
Health Occupations Education, Other	80	74	58
HOME ECONOMICS (9.02)			
Care & Guidance of Children	88	89	90

POST-SECONDARY

Program	Enrollment	Placement	Completion
HOME ECONOMICS (9.02) Cont'd			
Clothing Mgmt., Production & Service	90	95	97
Food Mgmt., Production & Service	74	67	70
Home Furnishing, Equipment & Service	87	90	95
Occupational Preparation, Other	70	77	94
OFFICE OCCUPATIONS			
Accounting & Computing Occupations	50	48	43
Accountants	56	54	52
Bookkeepers	69	55	56
Tellers	62	56	60
Business Data Processing Sys. Occupations	39	33	24
Filing, Office Machines & General Office	83	78	83
File Clerks	68	83	86
General Office Clerks	56	68	74
Information Communication Occupations	48	47	56
Information Communication Occupations, Other	57	51	58
Personnel, Training & Related Occupations	48	51	63
Educational Assistants & Training Spec.	68	61	51
Stenographic, Secretarial & Related Occupations	88	90	93
Secretaries	94	88	90
Stenographic, Secretarial & Related Occupations	86	89	95
Supervisory & Adm. Mgmt.	38	31	29
Supervisory & Adm. Mgmt. Occupations, Other	43	40	42
Typing & Related Occ.	77	88	91
Clerk Typists	76	82	90
Typing & Related Occ., Other	76	82	94
Office Occupations, Other	59	47	69
TECHNICAL EDUCATION			
Engineering Related Technology	14	11	11
Aeronautical Technology	31	0	44
Automotive Technology	9	7	0

POST-SECONDARY

Program	Enrollment	Completion	Placement
TECHNICAL EDUCATION Cont'd			
Civil Technology	18	24	13
Sanitation Technology	3	1	0
Electronic Technology	9	10	7
Environmental Control Technology	25	19	20
Mechanical Technology	12	6	6
Production	19	7	10
Scientific Data Processing	41	36	34
Commercial Pilot Training	16	18	13
Fire & Fire Safety Technology	4	1	0
Police Science Technology	27	24	18
Miscellaneous Technical Ed., Other	41	23	23
TRADE & INDUSTRIAL			
Air Conditioning	2	1	0
Automotive Services	4	2	1
Body & Fender	6	3	2
Mechanics	7	5	3
Specialization, Other	6	2	2
Aircraft Maintenance	6	3	0
Commercial Art Occupations	54	47	39
Commercial Photography	33	29	23
Photographic Lab. & Darkroom Occupations	31	27	20
Construction & Maintenance Trades	5	5	1
Carpentry	4	3	2
Electricity	3	5	3
Masonry	3	1	0
Painting & Decorating	3	8	4
Plumbing & Pipefitting	0	0	0
Construction & Maintenance Trades, Other	7	3	1
Custodial Services	18	3	3
Diesel Mechanic	2	0	0
Drafting	27	14	13
Electrical Occupations	4	2	0
Electronics Occupations	12	19	23
Radio/Television	8	8	4
Foremanship/Supervision & Mgmt.	28	23	21
Graphic Arts Occupations	28	23	20
Maritime Occupations	6	3	1
Machine Shop	3	3	2
Sheet Metal	1	2	1
Welding & Cutting	4	3	2
Other Metalworking	4	1	0
Barbering	46	46	39
Cosmetology	84	86	85
Fireman Training	4	3	1
Law Enforcement Training	25	23	20
Public Service Occ., Other	46	42	31

POST-SECONDARY

Program	Enrollment	Completion	Placement
TRADE & INDUSTRIAL Cont'd			
Quantity Food Occupations	53	40	34
Refrigeration	2	1	0
Small Engine Repair	5	1	1
Upholstering	55	24	32
Woodworking Occupations	6	8	0
Millwork & Cabinet Making	13	8	5
Trade & Industrial Occ., Other	23	23	16

Review of VEA-47 Data

Employment data from the VEA-47 were examined in comparison with enrollment data, again from the VEA-48. Table 3 illustrates the percentage of female students and instructors in a given vocational program area, in addition to the total number of teaching personnel employed in each of the areas. The data are from the 1977-78 school year. Prior to this year, the VEA-47 data were not broken down by gender.

Table 4, also taken from the VEA-47 data, illustrates the percentage of women employed in administrative positions in vocational education. It further specifies the total number of people employed in administrative positions throughout the state.

Upon review of Table 3, a clear need for nontraditional teaching personnel becomes apparent. In nearly every program area, the distribution of male and female teaching personnel is considerably more traditional than the student enrollment figures. It can be observed, for example, that while over 30 percent of all vocational students enrolled in agriculture are female, only eight percent of the teaching personnel are women. This pattern is repeated in nearly every program area. Admittedly there are numerous constraints placed upon the local educational agencies due to Proposition 13 budget cuts; however, the need to hire nontraditional instructors is obvious. Furthermore, the enrollment figures indicate these individuals should be readily available for employment, given the growing numbers with which they are graduating from the programs. In addition, one obvious advantage to the employment of nontraditional instructors should be noted: their value as role models for the students which further encourages the enrollment of nontraditional students.

Table 4 depicting the employment of women in administrative positions, indicates that while a sizeable number of women are employed as counselors and program supervisors, very few are employed as vocational education directors. In fact, while nearly fifty percent of the counselor and supervisory positions are filled by females, women are in less than fifteen percent of all vocational education director or coordinator positions. This may also be due, to some extent, to Proposition 13 cutbacks and accompanying reductions-in-force. However, future hiring efforts for top level administrative positions should be directed toward the large number of eligible female applicants currently employed in mid-level administrative positions.

Table 3: Percent of Teaching Personnel and Students Who Are Female for Each Vocational Program Area

SECONDARY

	Female Enrollment Percentage	Female Teaching Percentage	Total Employed Personnel
Agriculture	31	8	1165
Distributive	69	38	984
Health	87	91	883
Home Economics: Consumer & Homemaking Ed.	80	97	2527
Home Economics: Occupational Preparation	85	92	729
Industrial Arts	12	1	1714
Office	80	64	5311
Technical	41	0	76
Trade & Industrial	18	10	5486

POST-SECONDARY

	Female Enrollment Percentage	Female Teaching Percentage	Total Employed Personnel
Agriculture	34	8	766
Distributive	45	19	3277
Health	75	76	2739
Home Economics: Consumer & Homemaking Ed.	82	89	1324
Home Economics: Occupational Preparation	83	84	843
Industrial Arts		65	85
Office	61	36	5520
Technical	21	6	2755
Trade & Industrial	22	6	6317

Table 4: Female Administrative Personnel Percentages

SECONDARY

	Percent	Total Employed Personnel
Vocational Education Director or Coordinator	12	647
Vocational Guidance Counselors	36	1224
Vocational Subject Area Supervisors	39	279
Cooperative Education Program Supervisors	44	55
Disadvantaged Program Supervisors	68	540
Limited English Speaking Program Supervisors	64	109
Handicapped Program Supervisors	57	368
Vocational/Work Experience Program Supervisors	24	310
Other Special Program Supervisors	30	484

POST-SECONDARY

	Percent	Total Employed Personnel
Vocational Education Director or Coordinator	15	158
Vocational Guidance Counselors	34	504
Subject Area Supervisors	29	667
Cooperative Education Program Supervisors	32	528
Disadvantaged Program Supervisors	64	387
Limited English Speaking Program Supervisors	56	143
Handicapped Program Supervisors	65	434
Vocational/Work Experience Program Supervisors	25	329
Other Special Program Supervisors	78	230

Review of PAVE Data

The data depicted in Table 5 were obtained from preliminary computer tabulations taken from the PAVE questionnaires.* The data were obtained from Form A of the instrument, utilizing all vocational programs, excluding consumer and homemaking education programs and Regional Occupational Centers, and from Form B, utilizing only consumer and homemaking programs.

The respondents completing the instruments were designed to be vocational education administrators at the secondary level. They were asked to complete the document with the assistance of instructors in the various program areas. A total of 1987 Form A questionnaires and 632 Form B questionnaires were analyzed.

A few of the questions within the 81 item self-administered questionnaire pertained to sex equity concerns. (See Table 5.) The findings strongly support the need for additional effort, training, and resources to foster sex equity at the local level. The data in Table 5 indicate that students from every priority area population (e.g., disadvantaged, handicapped, LES) can receive considerably more assistance when they experience difficulty in a given program than can either nontraditional students or displaced homemakers. It should be noted, however, that few secondary instructors interact with re-entry women; hence, this question was often irrelevant to their daily classroom interactions.

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*As noted above, the data presented in Table 5 are preliminary findings and therefore may differ somewhat from the final analyses to be completed by Summer or Fall of 1979.

The data further show that consumer and homemaking personnel have taken more steps to foster sex equity than have those in the other vocational areas. In fact, only 21 percent of the non-homemaking personnel have had staff training on sex bias, discrimination, and stereotyping, whereas 63 percent of the consumer and homemaking staff specify having had such training. Nevertheless, the respondents indicated that approximately 75 percent of all educational personnel, excluding aides, were knowledgeable of the issues concerning sex bias, discrimination, and stereotyping.

Finally, the data from question 54, also shown in Table 5, specifies that only 19 percent of the non-homemaking personnel and 29 percent of the homemaking personnel felt they had adequate and appropriate information regarding nontraditional students. The respondents felt they had the least adequate information regarding displaced homemakers and the third least adequate information regarding nontraditional students. This was from a list of eleven separate areas requiring information and assistance. Thus, there appears to be a serious need to provide local level instructors with information and resources which will enable them to more effectively interact with nontraditional students.

Form A of the PAVE questionnaire also included seven separate items regarding male/female differences in terms of program completion, placement, and satisfaction (items 21 through 27). However, unless these data are examined separately for traditional and nontraditional programs, actual differences on the basis of sex can not be identified. This is because examination of aggregate data typically serves to nullify any differences which may exist between certain distinct subgroups. Thus, only the few questions regarding student satisfaction and performance on the Consumer and Homemaking version of PAVE were examined, since separate computer runs for each program area or for male/female traditional and nontraditional programs were not available.

The data from questions 22 through 25 on Form B of the PAVE questionnaire asked the respondents about the program completion rate of their male and female students. Ninety percent of the respondents specified that at least 90 percent of the female students who enrolled in the program actually complete it, whereas only 65 percent of the respondents could say this when asked about male students. Furthermore, 96 percent of the respondents felt female students were generally satisfied with their participation in the program, whereas only 74 percent felt male students were satisfied. When asked about satisfaction with the outcomes of the program, again only 77 percent of the respondents felt the males were satisfied; however, 96 percent felt the females were satisfied. Finally, when asked how many of the students who complete the program requirements are able to successfully perform the competencies required, 93 percent of the respondents indicated at least half of the female students could successfully perform the competencies, yet, only 75 percent of those responding could say this about their male students.

Thus, the respondents completing Form B of PAVE--the version for consumer and homemaking programs--clearly perceived significant differences in the level of satisfaction among their traditional and nontraditional students. The cause and remedy of this serious problem should be identified.

Table 5: Local Level Responses to Certain PAVE Questionnaire Items

Item Number	Question	Respondents	
		Homemaking Programs	Other Vocational Programs
18b	Which of the following students can get help above and beyond what others get if they have trouble succeeding in the program ?		
	Disadvantaged	67.2	70.9
	Handicapped	62.0	59.4
	Minority Group	49.8	49.5
	Persons in Courses Not Traditional to their Sex	42.1	33.3
	Displaced Homemakers	4.0	8.4
	Limited English Speaking	56.8	47.1
19	In which of the following areas have special efforts been made by program staff to assure that students of both sexes have equal educational opportunity in the program ?		
	Recruitment	63.8	58.3
	Guidance and Counseling	74.7	80.7
	Selection of Instructional Materials	74.4	37.1
	Staff Training on Sex Bias, Discrimination, & Stereotyping	62.7	21.3
	Placement	-	18.3
20	Which of the following personnel are knowledgeable concerning issues of sex bias, discrimination, and stereotyping?		
	Administrators	71.8	71.9
	Teachers	84.5	74.3
	Instructional Aides	29.0	24.3
	Counselors	73.1	72.0
	None of the above	3.0	2.2

Table 5 (Cont'd)

		Respondents	
Item Number	Question	Homemaking Programs	Other Vocational Programs
54	For which of the following are teachers provided with adequate and appropriate information?		
	Handicapped	63.1	58.1
	Disadvantaged	49.5	51.2
	Characteristics of Students	44.0	37.4
	Minority Group	38.9	34.5
	Limited English Speaking	47.2	34.3
	Employment Projections by Occupation	-	34.2
	Current & Projected Skill Requirement	-	32.6
	New and Emerging Occupations	-	27.1
	Persons in Courses not Traditional to their Sex	29.0	18.6
	Follow-up Information about Graduates	-	16.3
	Displaced Homemakers	2.5	4.4

Review of PAR Data for the Secondary Level

A total of 71 PAR instruments were reviewed to identify problems related to compliance with sex equity requirements at the local level. Four items (15 through 18) on the instrument specifically related to sex equity issues. (See Table 6.)

The data indicate that most (84%) of the sites visited were found to be in compliance with the requirements that advisory committees be comprised of representative numbers of men and women. Furthermore, seventy-four percent of the sites visited had policy directives on file which provide grievance procedures.

Only half of the sites visited, however, had on file a copy of the Sex Equity Survey and/or a written plan of action based upon an analysis of the Survey. Thus, there appears to be a need for state staff to require the completion of the E-127 (P) by each and every LEA to ensure compliance with the federal mandate. Furthermore, 100 percent compliance with each of the PAR requirements is mandated and should be fostered at the local level through whatever means available.

Table 6: Local Level Responses to Certain PAR Questionnaire Items (N=71)

Item No.	Question	Percentage	
		Yes	No
15	Is there evidence that the committee is comprised of a representative number of men and women per the LEA affirmative action plan?	84	16
16	Is a copy of the sex equity survey, Form E-127(P), on file for each school site in the LEA?	54	46
17	Are there policy directives on file relative to sex fairness and which provide grievance procedures for protesting sex fairness violations?	74	26
18	Is there a written plan of action on file which is based upon an analysis of the LEA sex equity survey?	51	49

Review of Sex Equity Survey Data

The Sex Equity Survey (E-127) was distributed during May of 1978 to LEA's by the Sex Equity Coordinator in the State Department of Education and the Affirmative Action Officer in the Chancellor's Office, California Community Colleges. The survey is a 26 item instrument which assesses compliance with the requirements for the elimination of sex bias, stereotyping, and discrimination. Due to competing demands and a lack of support staff, the Sex Equity Surveys for the State Department of Education have not been analyzed. However, a report dated February 7, 1979 which was disseminated by the Affirmative Action Officer in the Chancellor's Office outlined the findings from this Survey. These fundings are highlighted below.

A total of eighty colleges returned the survey as of January 31, 1979 and thus were included in the report produced by the Affirmative Action Officer. The report identified those areas in which the respondents (community college presidents and superintendents) felt they were satisfactorily complying with the mandate and those areas in which they felt the greatest need for technical assistance and improvement.

The four areas in which the largest number of respondents indicated they were satisfactorily implementing the vocational educational amendments were:

1) Review of requirements for entry into specific vocational courses to ensure that such requirements do not include prerequisites that are related to gender (satisfactory performance indicated by 100% of respondents).

2) Compliance with the conduction of the Title IX self-evaluation, the Title IX filing requirement, and the identification of a person responsible for Title IX implementation (satisfactory performance indicated by 92% of respondents).

3) Availability of guidance and counseling services to students to encourage them to consider all programs of study and to make choices based on interest and talents rather than their sex (satisfactory performance indicated by 81% of respondents).

4) Dissemination of policy directives and guidelines regarding the elimination of sex bias, sex stereotyping and sex discrimination in occupational education in written form to staff, students, and parents (satisfactory performance indicated by 77% of respondents).

The four areas in which the respondents indicated the greatest need for technical assistance and training included:

1) Participation by staff in activities such as workshops, inservice programs, and conferences designed to assist them in identifying and correcting sex bias, stereotyping and discrimination (need for assistance specified by 17% of respondents; however need for improvement specified by 42%).

2) Assessment of the needs of all persons described in Section 120 (b) (1) (L) of the Act (homemakers who because of dissolution of marriage, seeking employment; single heads of households, and persons in traditional jobs who wish to be considered for nontraditional jobs), including the needs for placement services and special courses on how to seek employment (need for assistance specified by 9% of respondents; however

need for improvement specified by 48%).

3) Ensuring that cooperative work experience and/or work study opportunities are not assigned on the basis of sex, and that at least 70% of students enrolled in nontraditional programs are placed in work experience activities (need for assistance specified by 9% of respondents; however need for improvement specified by 25%).

4) Cooperation with those organizations, agencies, educational institutions, projects and human resources that have addressed the special needs of displaced homemakers and the entry of women and men into nontraditional occupations, especially women into the apprenticeable trades (need for assistance specified by 8% of respondents; whereas need for improvement specified by 37%).

It should be noted that while only a small percentage of the respondents requested technical assistance in achieving sex equity, a sizeable number indicated a need for improvement. Thus, this need for improvement may also be viewed as a need for training and materials to help facilitate compliance with the particular requirement.

REVIEW OF SEX EQUITY COMPONENT IN SUBPART 3 PROJECTS

This part of the evaluation sought to identify the sex equity component in each Subpart 3 funded project. A random sample of the State Department of Education files for 12 Subpart 3 Projects were examined to determine:

1. if, in fact, a sex equity component was included in the project; and
2. if this component had been undertaken and/or completed.

The 12 projects which were reviewed ranged from those involved in the development of curriculum materials to the training of personnel. Table 1 provides a breakdown of the number of projects examined in each of the particular areas.

Table 1: Subpart 3 Projects Reviewed

Subpart 3 Project Areas	Number of Projects
Exemplary & Innovative	1
Curriculum Development	4
Research	2
Overcoming Sex Bias	2
Vocational Guidance & Counseling	1
Vocational Education Personnel Training	2
	Total 12

Findings

First, all of the Subpart 3 projects reviewed included some sex equity component; some components, however, were more specific than others. For example a project conducted by San Diego University Foundation entitled, "Bi-Lingual Competency-Based Instruction (CBI) in Safety Programs," included a fairly specific goal relating to sex equity:

> "To develop a bilingual safety program which can be used by the State of California industrial arts and vocational education programs at both junior and senior high schools which:
>
> eliminates cultural, SEXUAL (emphasis added), & language biases in existing safety instruction by providing compensatory education through a CBI safety program."

This project includes holding workshops for:

> "the identification of problems related to: non-English speaking students, female students, low achievers, and other disadvantages which students encounter."

On the other hand, most projects contained a less specific goal or objective regarding sex equity. For instance, a curriculum development project to update curriculum for use in an Administration of Justice program conducted by Group 923, directed by Robert Blanchard, stated under its "objectives":

> "The Group will assure through the contact with the Curriculum Development Committee, Advisory Committee, and those other committees being involved in the product that all courses will specifically be reviewed to insure sex equity."

While each project reviewed contained some sex equity component, it was generally impossible to determine the extent to which these components were actually undertaken and completed because most of the project files contained no quarterly reports. Of the 12 projects reviewed, only three included a quarterly report. One such project, La Canada Unified School District's "Extending the High School Career Center to Meet the Needs of Special Education Students," addressed sex equity through the following goal:

> "Students will be placed into developed programs on the basis of their needs, interests, and abilities. Sex bias and sex stereotyping will be considered in making placements. Records will be kept to show that sex discrimination does not exist."

And, in their quarterly report, the activities undertaken toward this goal were outlined in the following way:

> "Interest surveys have been given to all students in the high school and intermediate classes. Both male and female students were presented with the same surveys and the same project information. The group included forty-four males and twenty-one females."

Another project--"Research Design and Development of a Five-Year Comprehensive Plan for California Business Education"--had as part of its sex equity component, the following objective:

> "A comprehensive one-year and five-year planned program will be developed which when operational presents a high probability of increasing enrollments and achievements in office and distributive education of persons with handicaps and/or economic or academic disadvantagement, limited or non-English speaking persons, and will address sex bias, stereotyping and discrimination in these occupations. Probability of success will be assessed primarily through analysis by advisory group."

The second quarterly report indicated the following with reference to this objective:

> "By August 30, 1979...provide suggestions for means of increasing sex equity, reducing stereotyping in office and distributive occupations."

While this is a bit general, it nonetheless indicates that efforts will be undertaken to ensure the project's sex equity component is completed.

Recommendations:

It is highly recommended that in monitoring the extent to which the sex equity components have been integrated into the projects as a whole (and completed), quarterly reports should be provided by each project. State staff should undertake activities necessary to ensure that such reports are regularly filed and should check to ensure that the sex equity component, as stated in the original proposal, is actually carried out in all Subpart 3-funded projects. It is not enough to have this component in the proposal; rather, it must be undertaken and completed as part of the total effort to infuse sex equity throughout all areas of vocational education.

FOSTERING SEX FAIRNESS IN VOCATIONAL EDUCATION

V.

A DESIGN FOR THE SUMMATIVE EVALUATION OF EFFORTS TO FOSTER SEX EQUITY IN VOCATIONAL EDUCATION

A DESIGN FOR THE SUMMATIVE EVALUATION OF EFFORTS TO FOSTER SEX EQUITY IN VOCATIONAL EDUCATION

The previous section of this report documents the findings from the evaluation of efforts undertaken between October 1977 and May 1979 to foster sex equity in vocational education. Because the California State Plan's objectives and activities designed to foster sex equity cover a five-year time period, the obtained findings and recommendations focus primarily on program improvement rather than assessment of merit. Yearly evaluations, similar to the one reported here, are necessary, as is an overall evaluation of the degree to which the broad goal of "sex equity" has been reached at the end of the five-year period. Thus, the following presents an outline of a model and set of procedures for use in the final evaluation.

The Evaluation Model

The purpose of an evaluation at the close of a given program--a summative evaluation--is to appraise the program's overall impact and determine the consistency with which it produced certain results. The focus of this kind of evaluation should be on assessing the overall merit of the program. In contrast, a yearly evaluation focuses on providing input for improving the program. The yearly or formative evaluation considers how the program functions--that is, what occurs, how well it is implemented, and to what degree it is meeting the required goals. Thus, it identifies the program's strengths and weaknesses, enabling program changes and improvements to be made. The summative evaluation, on the other hand, does not concern itself with the program's process, but rather with the program's overall effectiveness at meeting its goals.

There are a number of different models which can be utilized in evaluating a given program for the purpose of either improving the program or determining its merit. Some of these models are: 1) Goal Attainment (see Tyler 1950); 2) Judgmental Emphasizing Intrinsic Criteria (see Scriven 19 ; Stake, 1967) and 3) Decision-Facilitation (see Stufflebeam 1974). The model proposed for use in this project (see Fink and Kosecoff's An Evaluation Primer, 1978) complements these three evaluation models. It defines evaluation as the set of procedures utilized to appraise a program's merit and to provide information about such dimensions as its goals, activities, outcomes, impact, and cost. It specifies that a set of activities can be viewed as being successful if the goals are attained and if there are no associated unpleasant consequences.

The Fink and Kosecoff model is derived from behavioral sciences and relies on the research design and analysis methods associated with social experimentation. The specific approach is based upon the identification of questions whose answers will provide information for making modifications and policy decisions. The evaluation questions are concerned with the extent to which a program's goals have been achieved, whether its activities have been implemented with the anticipated outcomes, and with the overall impact, cost, and merit of the program.

The Program Goals

Once the model intended for use by the evaluation team has been identified, it becomes necessary to identify the program goals. Public Law 94-482, the Education Amendments of 1976, called upon each State "to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking) and thereby furnish equal education opportunities in vocational education for persons of both sexes." In the California Five-Year State Plan for Vocational Education, the following goal was established:

> Eliminate sex bias, sex stereotyping and sex discrimination throughout vocational education in California.

Thus it appears the general goals with reference to fostering sex equity in vocational education are:

1) Overcoming sex bias, sex stereotyping, and sex discrimination; and

2) Providing equal education opportunities for both men and women.

Given that one of the primary goals of the Five-Year plan entails the elimination of sex bias, stereotyping, and discrimination, it is necessary to have an understanding [illegible] hat is meant by the terms. The Federal regulations to PL 94-482 give the following definitions:*

> "Sex bias" means behaviors which result from the assumption that one sex is superior to the other."
>
> "Sex stereotyping" means attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex."
>
> "Sex discrimination" means any action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex."

These definitions provide a good starting point for considering both the intent of the law and the nature of evaluation needed to assess its implementation. The definition of sex bias refers to a "behavior" and that of discrimination to an "action." Sex stereotyping, however, is a matter of attitude or perception. Therefore, it would follow that a good evaluation should assess this dimension as well.

Examination of the definitions of sex bias and stereotyping makes it clear that the issue of sex role attitudes is central to both their meanings. The attitudes which historically have persisted in vocational education have been based on the assumption that certain behaviors are appropriate for men, and others, for women. The importance of sex role attitudes in fostering sex equity becomes obvious when one realizes that change in student outcome data--enrollment, retention, completion, and placement--depends to a large extent on changes in these widely-held attitudes regarding appropriate sex-role behavior.

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*Federal Register, Vol. 42, No. 191, October 3, 1977, p53831.

The ramifications of these restrictive attitudes are apparent at all levels, starting with the student and concluding with the employer. The students' traditional attitudes may restrict their choice of vocational education programs to those deemed appropriate to their sex. Teachers and administrators, who frequently share these attitudes, encourage "sex appropriate" choices. Finally, the employer often limits his or her hiring to employees of the same sex as past employees in a given job. As one can see, a process of reinforcement of sex biased attitudes takes place. Thus, change is necessary in both behavior and attitude.

Changes in behavior (i.e., prohibitions of discrimination) can lead to attitude change over time. For example, as instructors are required to admit nontraditional students into their vocational programs, and as these students perform satisfactorily without interfering in the daily functioning of the classroom, these students may eventually stop being perceived as inappropriate students. And, as the nontraditional students "prove" themselves, the sex biased attitudes which prohibited their admission and acceptance in certain programs will probably dissipate. On the other hand, efforts that succeed in changing attitudes ultimately lead to changes in behavior.

Bias, discrimination, and stereotypes are therefore highly interrelated. First, the actions indicative of both sex bias and sex discrimination are based upon sex stereotypes; if sex stereotypes did not exist, neither would sex bias nor discrimination. Second, sex discrimination appears to be an extension of sex bias, given that sex bias refers to a behavior which results from the assumption that one sex is superior and sex discrimination refers to a behavior which denies a person opportunities on the basis of their sex. Therefore, it seems that bias must exist before discrimination can occur.

One can hypothesize that if the behavioral and attitudinal barriers to sex equity in vocational education are eliminated, significant increases in the enrollment of students in programs not traditional to their sex will result. In that case, success would be documented through a review of the distribution of students by sex in terms of enrollment, retention, completion, and placement in vocational education programs.

However, it should be noted that a mistaken assumption is that sex equity has only been reached once there is male/female equivalent or near equivalent enrollments in all vocational programs. This is because large numbers of men and women may not be interested in entering certain nontraditional programs for any number of reasons such as hard labor, irregular hours, low pay, required travel, etc. Therefore, it should not be assumed that sex equity is reached only when every program has a 60/40 male/female split.* In fact, the removal of the impediments of equal access to vocational education--bias, discrimination and stereotyping--are the actual requirements of the Federal vocational education law (PL 94-482). Numeric goals, as required with Affirmative Action, are not mandated here. However, more equivalent program enrollments would obviously result once these impediments are removed.

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*This figure represents the current proportion of men and women employed in the labor force.

The Evaluation Plan

Based upon the previous discussion, it is suggested that the following be measured as a means of assessing the achievement of sex equity:

1) Sex stereotypes held by students, teachers, administrators, counselors, and employers;
2) Sex discriminatory practices in the school system; and
3) Student outcome data in terms of enrollment, completion, and placement.

This information will indicate the degree to which the program goals to eliminate sex bias, discrimination, and stereotypes and to provide equal access for both men and women to vocational education programs have been met.

The most cost-effective method of measuring the attainment of sex equity in vocational education requires the collection of time-series data. A time-series approach to evaluation utilizes a series of measurements made at two or more points in time to provide a total picture of the extent to which a given goal has been met. In this instance, data collected during the early years of the implementation of the Five-Year Plan will serve as the base lines against which progress can be gauged. Then at the close of the plan period, this same data must be recollected and compared with the base line data to provide an index of goal attainment--a decrease in discrimination and stereotyping, accompanied by an increase in nontraditional enrollments, completions and placements.

This set of data will thereby allow for the identification of relative success based upon the degree of change which has occurred during the five-year period in which the Plan was implemented.

What Shall be Considered Success?

Once the necessity to collect attitudinal data is realized, a major hurdle remains: what is the standard of success or progress?

In order to evaluate the effectiveness of various kinds of programs and activities in overcoming sex stereotyping among students and faculty and thus meeting the goal of sex equity, we must identify the sort of data capable of assessing progress. The following are a few possible definitions of "progress":

1. Any increase from year to year in measured positive attitudes toward sex equity (or decrease in sex stereotyping);
2. Any statistically significant (e.g., at the .01 level) increase from year to year in measured positive attitude toward sex equity (or decrease in sex stereotyping);

3. An increase in measured positive attitude toward sex equity (or decrease in sex stereotyping) that is both statistically significant (e.g., at the .01 level) and meaningful in absolute terms (e.g., an increase of 3 points (out of 100) in the mean score);

4. Achievement of an absolute level on the measure (e.g., a mean score of 50 (out of 100) or above);

5. A positive change in measured attitude toward sex equity on the part of vocational education students and teachers greater than that among non-vocational students and teachers. The difference is both meaningful and statistically significant.

This list is not exhaustive, but it indicates some of the standards that could be applied. However, consensus is needed concerning which standards would be most applicable and useful in this particular setting.

As stated earlier, one of the assumptions behind the law is that in the absence of sex bias, sex stereotyping, and sex discrimination, the enrollments of men and women in vocational education programs, and their choice of jobs, would be more nearly equivalent than they are today. That is, the heavy concentration of women in a few, traditionally female careers is a result of socialization, not biology. If this assumption is correct, then success in reducing social barriers should show up as increased enrollments (and completions and placements) of students of both sexes in programs not traditional to their sex.

Although such changes are relatively easy to measure, the establishment of criteria for success is complex and difficult. The following pages present a few alternatives.

Enrollments

One obvious measure of success in overcoming sex stereotyping in vocational education is an increase in the enrollment of students of each sex in programs not traditional to their sex. The problem is in determining the extent of increase that will be regarded as successful. The following are a few possibilities:

1. A program (defined by 6 digit OE code) which has been predominantly single sex (defined as 70% or greater of one sex) will be considered to have made substantial progress in overcoming sex stereotyping if the number of percentage points of increase in enrollment of the underpresented sex exceeds the national* nontraditional enrollment norm for that program by a statistically significant and meaningful amount (e.g., .01 level and 1 percentage point).

2. An absolute standard for year to year progress could be set. For example, any program more than 70% single sex would be considered successful if the percentage of enrollments represented by the nontraditional sex increased by 2 percentage points per year (i.e., a change from 90% male, 10% female to 88% male, 12% female).

3. An ultimate goal of having all programs enroll students of both sexes in the same proportion they form of the labor force as a whole (currently about 60% male, 40% female) could be established. Success would be measured in terms of progress over time in reaching that goal, with separate scales for each program area related to the extent of social change required for that program to reach the goal. The standard should not be the percentage of the current employment of each sex in occupations related to the training, as this would put an extremely conservative bias in the measure reflecting past discrimination.

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*For evaluation of statewide efforts as a whole, the national norm would be used. For individual counties, districts or institutions, state norms could be used. An alternative, should the data be available, would be to compare schools with similar demographic characteristics.

Completions

Measuring program enrollments is a necessary first step. However, many programs experience high drop out rates. Evaluation of success should also include a measure of program completers. For example, if results showed high enrollment of nontraditional students but relative low completion rates, this might indicate that special efforts should be focused on support services for retention rather than on recruitment. The following are possible criteria:

A program (6 digit OE code) will be considered successful in overcoming sex stereotyping with regard to completions if one of the following criteria are met:

1. the completion rates for males and females is approximately the same (no statistically significant difference at .01 level) or,
2. the rate of completions of nontraditional students is higher than the year previous and higher than the national norm by a statistically significant and meaningful amount (e.g., .01 level and 1 percentage point), or
3. the percentage that nontraditional students form of all completers is higher than the year previous and higher than the national norm by a statistically significant and meaningful amount.

Placements

The major goal of most vocational education programs is job placement or advancement. In addition, the federal law requires that vocational education be held accountable for placement rates. The problem for the development of success criteria is, once again, what measure to apply. The following are possible criteria:

A vocational program (6 digit OE code) will be considered successful in overcoming sex stereotyping with regard to placement if it meets one of the following criteria:

1. the placement rates for males and females is approximately the same (no statistically significant difference at .01 level) or,
2. the percentage of nontraditional students being placed is higher than the year previous and higher than the national norm by a statistically significant and meaningful amount (e.g., .01 level and 1 percentage point), or
3. holding the quality* of placement constant, rates of placement in related fields are approximately equal for males and females, or
4. holding the quality* of placement constant, rates of placement in related fields for the underpresented sex are higher than the previous years and higher than the national norm for that program, by a meaningful and statistically significant amount, or
5. using the percentage that the underpresented sex forms of total placements in related fields as the measure, California's ranking among the states is higher than it was in the previous year.

The Evaluation Strategy

Before any data are collected, the kinds of information that would be acceptable as evidence of progress in reaching sex equity must be identified. The evidence of program merit represents the standards for interpreting the data to answer each evaluation question. The statements, events, observations, and numbers that constitute evidence of progress should be identified in consultation with state staff members. Tentative evidence of merit has previously been suggested (see discussion on pp. 207-211) and is briefly outlined in Table 1 below for a sample evaluation question. These indicators of merit should be revised and formulated into more detailed standards based upon their review by state staff members.

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*Quality is defined as wage level, working conditions, and opportunity for advancement.

Table 1: Example of Evaluation Standards

Evaluation Question	Evidence of Program Merit
To what extent do student enrollment data indicate progress toward sex equity in vocational education?	· A significant yearly increase in the numbers of nontraditional students enrolled in the vocational education programs. · The attainment of a pre-determined male/female enrollment ratio among the majority of vocational programs.

Design, Instrumentation, and Analysis

Research designs, sampling plans, instruments, and data analysis techniques for the final evaluation of progress in reaching sex equity in vocational education should be specifically matched to each of the above general evaluation questions. In developing this methodology, special attention should be given to: 1) the use of already existing or naturally occurring data collection systems; 2) the collection of information about several evaluation questions with the same instrument; and 3) sensitivity to unanticipated benefits or side effects associated with the activities and projects being undertaken to foster sex equity. Information analysis activities should be carefully planned so that they too are also compatible with the information collection instruments and sample sizes.

Question by Question Evaluation Plan

Evaluation Question #1

Question: To what extent has there been a decrease in student and educational personnel's sex stereotypic attitudes during the implementation of the current Five-Year Plan to foster sex equity?

Standards: A significant yearly decrease in sex stereotypes held by both students and educational personnel, or achievement of an absolute level on a measure of sex stereotyping (e.g., a mean score of 50 (out of 100) or above).

Design: A time-series design should be employed, with the student variable being the index of sex stereotypic attitudes.

Data Collection: Questions should be designed for use in naturally occurring data collection systems responsible for program evaluation at the secondary and postsecondary levels--PAVE and COPES. Questions should be developed based upon a review of pertinent literature and in consultation with State staff.

Sample: All respondents completing the PAVE and COPES instruments.

Analysis: Initially descriptive statistics should be applied to compute the frequency of responses for each item. Next, repeated measures analysis of variance should be conducted to chart changes in attitude over time.

Evaluation Question #2

Question: To what extent have instances of sex discriminatory practices decreased during the implementation of the current Five Year Plan to foster sex equity?

Standards: A significant yearly decrease in the sex discriminatory practices occurring at the local level.

Design: A time series design should be employed, with the dependent variable being the index of sex discriminatory practices.

Data Collection: The PAR instrument and/or Sex Equity Survey should be modified to identify instances of sex discrimination at the local level. Questions should be designed in consultation with State staff.

Sample: All respondents completing PAR and/or Sex Equity Survey.

Analysis: Repeated measures analysis of variance should be conducted to chart changes in sex discrimination over time.

Evaluation Question #3

Question: To what extent do student outcome data (i.e., enrollments, completions, and placements) indicate progress toward sex equity in vocational education?

Standards: A significant yearly increase in the numbers of non-traditional students enrolled (completing and being placed) in vocational education programs. The attainment of a pre-determined male/female enrollment (completion and placement) ratio among the majority of vocational programs.

Design: A time-series design should be employed. The dependent variables are male/female enrollments, completions, and placements in vocational education programs.

Data Collection: The VEA 48 and VEA 45 should be examined since they provide all the required data.

Sample: All secondary districts and community colleges receiving federal funds who complete the VEA 48 and VEA 45.

Analysis: Descriptive statistics indicating male and female enrollment, completion, and placement percentages should first be calculated. Then, repeated measures analysis of variance should be conducted to chart change over time.

The collection of the sort of data previously described--those relating to sex stereotypes, sex discrimination, and student enrollment, completion, and placement--are all necessary to thoroughly assess the extent to which the broad sex equity goals--elimination of sex bias, discrimination, and stereotyping plus provision of equal access--have been met. A low-cost means of collecting these data is also necessary.

In examining the data collection requirements for assessing the major goals of Public Law 94-482, it appears as if the data necessary to assess students' enrollment, completion, and placement are collected through the existing VEA (and SAM) systems. (Nevertheless, as discussed earlier (see page 64) the accuracy of these data should be assessed.) However, insufficient effort has been made to collect the necessary attitudinal and behavioral data. This is a serious problem since it will not be possible to monitor the plan's progress over the years unless sex equity issues are built into the State's regular, on-going data collection activities. Therefore, a high priority should be the inclusion of pertinent sex equity questions in the state's planned program review systems (e.g., PAVE, COPES, PAR, and the Sex Equity Survey). These questions should focus on sex discrimination and stereotypes at the student, teacher, administrator, and, if possible, employer level. By including certain items in already existing data collection systems, it will be possible to evaluate the extent to which the sex equity goals have been attained at the end of the Plan period, while significantly minimizing costs.

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FOSTERING SEX FAIRNESS IN VOCATIONAL EDUCATION

VI.

APPENDICES

California
Network on Sex Equity in Vocational Education

NEWSLETTER - OCTOBER-NOVEMBER

STATEWIDE ACTIVITIES

The new vocational education law-- Title II of the Education Amendments of 1976--mandates that educators take positive steps to overcome sex bias, sex discrimination and sex stereotyping in all vocational education programs. Detailed requirements are established for each State Education Agency, which must then take steps to foster sex equity at the local and institutional level. The California State Department of Education and the Chancellor's Office, California Community Colleges, have responded to this mandate in a number of ways including 1) requiring a sex equity self-assessment by each school and community college with vocational education programs, 2) including sex equity questions in all monitoring and review activities and 3) funding special projects. The following are capsule descriptions of the first round of special sex equity projects funded.

California State University, Sacramento - To study the feasibility of developing a training curriculum for poor and minority women and to reduce employment barriers.

Torrance Unified School District - Motivating girls to prepare for math-related occupations.

Davis Joint Unified School District - To develop instructional materials in vocational guidance with emphasis on reduction of sex bias and sex role stereotyping.

Women's Way, Inc. - Vocational guidance and counseling model for disadvantaged women.

Steiger, Fink & Kosecoff, Inc. - To monitor State progress in eliminating sex bias, establish a statewide information network, and to provide procedures for redress of sex equity grievances.

Stockton Unified School District - To eliminate sex bias and sex stereotyping in consumer/homemaking materials.

Carvell Education Management Planning - To identify, analyze and disseminate information about opportunities for males and females in non-traditional occupations.

Chaffey Community College District - To provide personnel training to secondary and community college staff.

Minority Affairs Institute - To develop and disseminate resource lists of community organizations, educational institutions, and federal projects that address women's needs.

Equal Rights Advocates - To develop a handbook for use in analyzing sex bias problems and to provide training in the use of them.

University of California, Davis - Emerging occupations in agriculture for women.

Orange Unified School District - Professional staff training in techniques for eliminating sex bias and sex stereotyping in consumer/homemaking materials.

ANOTHER NETWORK

Under the auspices of the Women's Educational Equity Act Program, U.S. Office of Education, the Far West Laboratory for Educational Research and Development has established a national Educational Equity Network (WEECN). The Network retrieves and disseminates information on research and activities dealing with women's educational equity issues and also serves as a communications system for individuals and agencies working in this field. The August issue of the WEECN newsletter was devoted to vocational education. If you have materials to contribute, or wish information, contact:

Ms. Matilda Butler, Director
WEECN Center
Far West Laboratory for
Educational Research & Development
1855 Folsom Street
San Francisco CA 94103
(415) 565-3032 or 565-3000

HIGHLIGHTS

In every issue of CALIFORNIA NETWORK'S Newsletter, we will highlight an exemplary project. Many of us are just starting out and can benefit from one anothers' ideas. Please write to us about activities you may be developing; Even if they have not yet been fully implemented, your ideas will be most valuable to us all.

One major project which is now under way is the Vocational Education Equity Project (VEEP). Utilizing regional coordinators throughout the state, VEEP will offer two cycles of one-day workshops for education personnel. The first cycle will take place from October to February. These will provide basic information on sex fairness requirements of the 1976 Vocational Education Amendments, and their relationship to Title IX. The workshop will also help participants identify sex discrimination, sex bias, and sex role stereotyping in vocational education.

A second cycle of workshops is scheduled for the Spring. These will provide practical "how to" information on setting up sex equity programs in vocational education. This second cycle will emphasize the sharing of local and state-wide resources and presentations by directors of exemplary programs.

For additional information on the VEEP workshops, contact:

Dr. Barbara Peterson
Office of the Director
Vocational Education
Equity Project
California State University
Fullerton, CA 92634
(714) 870-3141

CALIFORNIA NETWORK on Sex Equity in Vocational Education
309 Santa Monica Blvd., #206, Santa Monica, CA 90401 (213) 394-9791

WHO ARE WE?

CALIFORNIA NETWORK on Sex Equity in Vocational Education is an information center designed to assist institutions and individuals in fostering sex equity in vocational education. Funded by the California State Department of Education in conjunction with the Chancellor's Office of the California Community Colleges, this one-year project is operated by Steiger, Fink & Kosecoff, Inc. in Santa Monica.

One of the project's major features is an information network system which links together organizations and individuals working on issues of sex equity in vocational education. Other services provided by CALIFORNIA NETWORK include:

- operation of a telephone hotline (While we are awaiting installation of our WATS line, please call us collect at 213-394-9791)
- publication of a bi-monthly newsletter, throughout the 1978-79 school year;
- consultation on filing grievances;
- dissemination of bibliographic information and lists of resource personnel and organizations;
- referrals to special services, including legal aid, where appropriate.

DO YOU HAVE A GRIEVANCE?

One of the initial activities of the California Network Project was the development of a manual on sex discrimination, entitled: What To Do With Your Grievance. This manual reviews existing federal and California anti-sex discrimination legislation and outlines procedures one can use to file a complaint or grievance. It is a useful guide for both students and school employees. A limited number of copies are available free from the CALIFORNIA NETWORK.

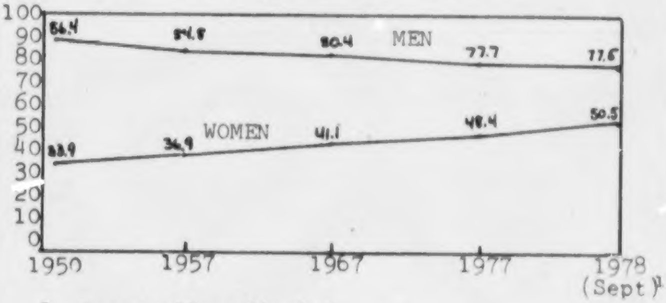
Network "HOTLINE"

Need Information? Have a Problem? Want to Share Ideas? Interested in Finding Others Involved in Sex Equity in Vocational Education?
CALL COLLECT - (213) 394-9791

DID YOU KNOW?

While the labor force participation rate of women has been rising steadily, the participation rate of men has been declining. In Sept. 1978, 50.5%[1] of women over 16 years of age were in the labor force, up from 48.4% in 1977 and 41.1% in 1967. At the same time, the percentage of men over 16 participating in the labor force dropped to 77.5%[1] in Sept. 1978, down from 77.7% in 1977 and 80.4% in 1967. Analysts see the trend toward early retirement as the major cause of the drop in the male rate.

Percent of population in labor force



1. seasonally adjusted

LANGLEY RESEARCH INSTITUTE
309 Santa Monica Blvd., #206
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California Network on Sex Equity in Vocational Education

NEWSLETTER
DECEMBER, 1978 - JANUARY, 1979

NEW LAWS REGARDING TREATMENT OF PREGNANT WORKERS

On October 31, 1978, President Carter signed a new law restoring a requirement that pregnancy be covered in medical and disability plans. All employers — including schools and colleges — must bring their policies into compliance within 180 days. Originally, Title VII of the Civil Rights Act of 1964 had been interpreted by the Equal Employment Opportunity Commission (EEOC) — the agency which enforces this anti-discrimination law — as requiring the inclusion of pregnancy benefits in disability and medical insurance plans. But in 1976, the Supreme Court overturned that requirement in General Electric v. Gilbert (429 U.S. 125). The new Title VII amendment requires that all employers who offer health and/or disability plans must cover pregnancy, provide sick leave for abortions, and pay medical bills for complications resulting from abortions. Costs for abortions themselves, however, are not covered unless the mother's life is endangered by pregnancy. EEOC will soon issue regulations for the new law. Eleanor Holmes Norton, EEOC Chair, has stated that the new law bars discrimination against pregnant workers in hiring, promotion, and seniority rights as well as in fringe benefit plans. An employer cannot fire a pregnant worker or force her to take a leave if she is willing and able to work. Private employers, state and local government, public and private educational institutions, labor unions, employment agencies and joint committees for apprenticeship and training are all covered by this new amendment.

A new California law, which takes effect January 1, 1979 also protects pregnant workers. its provisions include:

- An employer who offers other employees temporary disability benefits must provide pregnant workers equal benefits for at least six weeks;
- A woman may request up to four months of unpaid leave for her pregnancy, and an employer cannot use the pregnancy leave as an excuse for firing her;
- An employer cannot use a woman's pregnancy as a reason for denying her a pay raise for which she is entitled; and
- An employer cannot in most circumstances deny a pregnant woman access to training programs or refuse her request to transfer to a less strenuous job if necessary, for the duration of pregnancy.

NEW TOLL-FREE HOTLINE

At last! — the California Network has received its statewide toll-free number. Please inform anyone needing information on Sex Equity in Vocational Education to call us between 8 - 5 weekdays, at:

(800) 475-6578

HIGHLIGHTS: Displaced Homemaker Projects

Among the requirements of the new federal vocational education law — Title II of the Education Amendments of 1976 — is that assistance be given to persons who have been full time homemakers but now have to or wish to enter the labor force. In response to this mandate, the State Department of Education and the Chancellor's Office of the California Community Colleges have funded a number of special projects. These projects help displaced homemakers — males or females, married, divorced, separated, or widowed — identify needs and set goals in order to enter or re-enter the work world or an educational field.

Phyllis Cooper, who heads one such project in San Diego, finds that many women, after spending years as homemakers, either need or want to get back into the job market, but don't know where to start. "That's what we're here for," says Cooper, "to tell them what recources are available." Assistance is given for learning about existing career and educational opportunities and information is provided on guidance and testing programs.

Displaced Homemakers Projects in California are listed below. For more information contact the project nearest you.

Chaffey Community College
5885 Haven Avenue
Alta Loma, CA 91701
(714) 987-1737

Cosumnes River College
8401 Center Parkway
Sacramento, CA 95823
(916) 682-2131

Sacramento City Unified School District
1619 N Street — P.O. Box 2271
Sacramento, CA 95810
(916) 454-8182

Working Women
Sonoma County Commission on the Status of Women
2403 Professional Drive, Suite 101
Santa Rosa, CA 95401
(707) [illegible]27-2161

Career Planning Center
1623 S. La Cienega
Los Angeles, CA 90035
(213) 273-6633

The San Diego Community College District
5350 University Avenue
San Diego, CA 92105
(714) 280-7610

Victor Valley Young Men's Christian Association
16439 Hughes Road
P.O. Box 1249
Victorville, CA 92392
(714) 245-1669

Merced College
3600 M Street
Merced, CA 95340
(209) 723-4321

WOMEN'S EDUCATIONAL EQUITY ACT REPORT

The Women's Educational Equity Act (WEEA) Program has recently published its Annual Report, which gives details on the allocation of WEEA funds and provides summaries of recent projects.

The law establishing the WEEA program was recently revised, and the U.S. Office of Education is currently preparing new regulations.

For a copy of WEEA's Annual Report or for more information contact:

Dr. Mary Jane Smalley
Women's Program Staff
Office of Education
400 Maryland Ave., S.W., Rm. 2145
Washington, DC 20202
(202) 245-2181

WANT TO FIGHT FIRES? Train Through P.E.

To enter a career in the emergency services, such as firefighter, a student must be in top physical condition. The Los Angeles Unified School District is addressing this need through a new physical education curriculum "Physical Conditioning for Emergency Services Careers."

Although designed for both men and women, programs such as these can be particularly helpful to women who are interested in such careers but, because of cultural pressures, have never developed their physical strength and skills.

There are currently six women fire fighters in California (and about 30 nationwide) and special recruitment efforts are underway. For example, the Board of the Los Angeles City Fire Department, early this year, adopted a policy to encourage women to participate in their training programs, and by May, 1978, vigorous recruitment efforts were underway. Los Angeles Fire Commissioner Anne Lane reports that the Board set as one of its goals the hiring of at least one woman by July 1, 1979. However, these efforts in Los Angeles as well as throughout the state have been abruptly halted with the passage of Proposition 13. Presently in California, there is no recruitment or testing (males and females included) taking place. Fire officials, however, are hopeful that renewed female recruitment efforts will begin again next Spring. For information about the Los Angeles schools curriculum contact:

Gwen Waters
Instructional Specialist
Physical Education Section
Los Angeles Unified School District
450 North Grand
Los Angeles, CA 90012
(213) 625-6210

BIBLIOGRAPHIES ON WOMEN'S AND MEN'S STUDIES AVAILABLE

The Humanities Library at the Massachusetts Institute of Technology has prepared bibliographies for Men's and Women's Studies covering Education and Socialization, Sex Roles, Employment, Family, Mental and Physical Health, History, Literature and Art. Annotated versions with summaries and evaluations are in preparation. For copies, write: David Ferriero, Humanities Library, Massachusetts Institute of Technology, Cambridge, MA 02139

MATH/SCIENCE NETWORK

The MATH/SCIENCE NETWORK was established in 1975 to help expand options for girls and women. It is an association of individuals and organizations whose major purpose is to promote the participation of women in math and science and encourage their entry into nontraditional occupations. Supported through a grant from the Carnegie Corporation, the Network provides educational programs for girls and women in science and math, creates conferences, provides technical assistance and teacher training, and develops school activities. Employment information is available to women seeking jobs as well as to employers seeking women with scientific or technical training. The Network, coordinated through Mills College (Oakland) and the Lawrence Hall of Science (University of California, Berkeley), is a valuable resource to all interested in increasing female participation in math and science-based fields of study and work. All inquiries should be directed to:

Joanne Kolthow, Coordinator
MATH/SCIENCE Resource Center
Mills College
Oakland, California 94613
(415) 635-5074

EQUAL PAY ACT UPHELD FOR PUBLIC SCHOOL EMPLOYEES

On November 27, 1978, the Supreme Court declined to hear House v. Stewart, an appeal brought by the Greensboro, North Carolina school district. Female custodians and athletic coaches had filed a complaint with the Department of Labor (DOL), charging that some female employees were paid less than male employees doing the same job — a violation of the Equal Pay Act. By declining to hear the case, the Supreme Court upheld the decision of lower courts, affirming that the Equal Pay provisions do apply to public employees.

The question of applicability had arisen because of an earlier decision (National League of Cities v. Usery) in which the Supreme Court held that minimum wage and overtime provisions of the Fair Labor Standards Act did not apply to public employees. Attorneys for the school board had argued that if wage and overtime provisions of the act were not applicable, then neither were equal pay provisions.

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California
Network on Sex Equity in Vocational Education

NEWSLETTER
FEBRUARY - MARCH, 1979

PERSPECTIVE: WOMEN IN APPRENTICESHIP

In this issue of the Newsletter the Network focuses on women in apprenticeship. The California Apprenticeship Council, has approved a plan calling for good faith efforts to employ more women as apprentices. The goal is for approximately 20% of all apprentices registered since Sept. 30, 1978, to be women. (Actual percentages depend upon the number of women in the work force of a given area). When implemented, this plan increases the opportunities for women who are interested in the skilled trades. But these openings will go unfilled if interested and qualified women are not informed of the available opportunities, or if their interest is not encouraged by teachers, counselors, and other school officials. This issue of the Newsletter seeks to assist educators and prospective apprentices by providing basic information on apprenticeship, by highlighting exemplary projects, and by identifying resources. An interview with Hans Wachsmuth, Affirmative Action Officer for a construction firm, provides an industry perspective on women in the work force.

APPRENTICESHIP: BASIC FACTS

In this interview with Diane Reynolds, Special Assistant to the Chief, State Division of Apprenticeship Standards, the Network asks questions from the viewpoint of a prospective apprentice.

Network: How is apprenticeship training different from school work experience and vocational education programs?

Reynolds: The main difference is that the apprentice is an employee. This is on-the-job training, with pay. Classes are also required. You attend them on your own time, usually in the evening.

Network: Who is in charge of apprenticeship programs?

Reynolds: For each trade there is a local Joint Apprenticeship Committee, composed of labor and management, that is responsible for selecting and training apprentices.

Network: How do I apply for an apprenticeship program?

Reynolds: A number of programs help women apply for apprenticeship (see elsewhere in this Newsletter). If you know what trade you are interested in, you can contact the Joint Apprenticeship Committee, the union, or an employer. Remember, however, that even after you have completed the selection process you may have to wait as long as a year before your name comes up on the eligibility list. Actually being hired depends upon the demand in the industry for your skills.

Network: What kind of requirements will I be expected to meet?

Reynolds: Generally, you should be 18 years old. Most programs require a high school diploma or a G.E.D. Also, many programs require a pass/fail written test and an oral interview.

Network: How long are apprenticeship programs?

Reynolds: The minimum requirement is 2000 hours work plus 144 hours classwork — one year. But most programs run four years. As an employee you receive regular pay increases during that time.

Network: Where does the Division of Apprenticeship Standards fit into this?

Reynolds: Among other functions, we are responsible for assuring fair and equitable opportunity for admission into apprenticeship programs. Also, we can provide information about apprenticeship through our local offices.

RESOURCES FOR WOMEN IN APPRENTICESHIP

The following projects are highlighted not only as resources but also as models for organizations and agencies seeking to develop supportive services for women in apprenticeship.

WOMEN IN APPRENTICESHIP, now beginning its sixth year of operation, has placed over 650 Bay Area Women in blue collar positions. Its staff was instrumental in extending Federal and State employment goals to include women in addition to minorities. Services provided by the project include:

- general orientation workshops on apprenticeship,
- individual counseling & skill assessment,
- vocational training and tutorial programs,
- coaching in interview techniques,
- job placement and referrals,
- continued contact and supportive services for women apprentices, such as physical strength-building programs, transportation, child-care and assistance in resolving job-related conflicts.

For information, contact:

Susie Suafai
Women in Apprenticeship
25 Taylor St., Room 617
San Francisco, CA 94102
(415) 673-3925

NORTHERN CALIFORNIA WOMEN FOR APPRENTICESHIP provides support services for CETA-eligible women who are interested in the skilled trades. General orientation workshops provide realistic information on the expectations of various apprenticeship programs. When a woman has chosen a prospective trade, the staff assists her in the development of a positive appraisal of her skills, her resources, and her ability to perform well on the job. When she has secured a position, follow-up becomes the key effort. Says Project Director Juanita Williams, "Once a woman has become an apprentice, our concern is to maintain a strong support network to help insure her success on the job. Because she is working in a traditionally male field, she needs a clear understanding of her obligations and her rights. When conflicts arise, she needs support for her worth and capabilities as a working person." For further information, contact:

Juanita Williams
Northern California Women for Apprenticeship
2115 J Street, Suite 15
Sacramento, CA 95814 (916) 448-2921

The LOS ANGELES URBAN LEAGUE LABOR EDUCATION ADVANCEMENT PROGRAM (LEAP) offers a variety of services for women interested in apprenticeship training:

- Employment counseling aimed at identifying an applicant's skills and clarifying her interests,
- Bi-monthly information seminars featuring films and general information on apprenticeship, plus discussions with women apprentices, training co-ordinators, and industry representatives,
- Classroom instruction and coaching in preparation for eligibility examinations; including math review, G.E.D. preparation, practice at effective presentation in oral interviews, and assistance in preparing applications,
- Information and referrals to openings in apprenticeship programs.

For further information, contact:

Andrea Nicholson
Coordinator of Women Affairs
Los Angeles Urban League — LEAP
3450 Mt. Vernon Drive
Los Angeles, CA 90008
(213) 299-9660 X 55

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CALIFORNIA NETWORK on Sex Equity in Vocational Education
309 Santa Monica Blvd., #206, Santa Monica, CA 90401

THE LOS ANGELES CHAPTER of WOMEN IN CONSTRUCTION, a national coalition of women working in the building trades, has prepared curriculum materials for a course on the fundamentals of construction. It is designed to provide an introductory exposure to the technical language and concepts used in the industry. Among the topics included are: construction management, regional planning, survey and map reading, design and engineering, estimating and bidding, specifications and materials.

The course has been taught successfully in the Los Angeles area. It is suitable for use in community colleges, high schools, and local chapters of Women in Construction.

For information on utilizing the materials in your area,

Write: Hazel Foster
1625 Palo Alto Street
Los Angeles, CA 90026

TRAINING SEMINARS ON WOMEN IN APPRENTICESHIP

A free participant-centered seminar will be offered in three locations for vocational counselors and educators. The one day seminars will familiarize participants with new opportunities for women in non-traditional work, including ways to help women prepare for apprenticeship. Participants will have the opportunity to share resources with one another.

The seminars are sponsored by the U.S. Department of Labor, The California Division of Apprenticeship Standards, and local Joint Apprenticeship Committees.

Seminar Dates and Locations:

Feb. 24, 1979	Laney College, 900 Fallon at 9th Oakland, CA	To register, contact: Audrey Goldman
March 2, 1979	Biltmore Hotel, Crystal Ballroom 515 So. Olive at 5th Los Angeles, CA	Urban Management Consultants 2351 Powell St., Suite 540
March 10, 1979	Location to be determined	San Francisco, CA 94133 (415) 781-8700

WOMEN IN THE WORKFORCE:

An interview with Hans Wachsmuth, Affirmative Action Officer for Williams and Burrows, General Contractors.

Network: As a member of the construction industry, what is your view of the Federal regulations aimed at increasing women's participation in apprenticeship?

Wachsmuth: I served on the California Apprenticeship Council and voted in favor of the goals and timetables that were adopted. Rather than trying to thwart these regulations, the industry should view them as an unprecedented opportunity to forge linkages between labor, management, and women.

Network: What steps has Williams and Burrows taken to further women's participation in the workforce?

Wachsmuth: 20.7% of our apprentices are female. Prior to hiring them, I interviewed them intensely to make sure that this is what they really wanted. When I was absolutely certain and convinced that they were sincere, I hired them. Then I consciously put at least two female apprentices together on a job site. In this way, we have begun to alleviate the problem of isolation, a problem that most female apprentices encounter when they are the only woman on a construction site. On those sites where there are two or more female apprentices, the working environment is no longer totally male oriented and there is a fluid working relationship among the crew. This type of creative problem-solving will help to build a working environment free of harassment, coercion and intimidation. And in the long run, it will result in an increased utilization of women in the skilled trades.

Network: How do you view the results of your efforts?

Wachsmuth: My own ideas have changed in the last four years as I have noticed female apprentices working on my jobs. I assumed that women couldn't do this type of physical work — and instead I have seen these women perform as successful, dedicated, motivated workers who work as well as, if not better than, some of the male apprentices I have working.

Network: What recommendations would you make to high school and community college personnel who provide counseling and guidance for prospective apprentices?

Wachsmuth: As I recently told a group of industry representatives, we cannot continue to allow our personal opinions or outdated ideas about what a women's place is in our society to interfere with helping qualified women join the workforce. But it is equally important to screen applicants. The key ingredient is a woman's sincere desire to work in a particular trade. This motivation - rather than a woman's size or strength - is central for her success as an apprentice.

TOLL-FREE HOTLINE

In addition to providing further information on Women in Apprenticeship, the California Network offers:

Resource Bibliographics and Curriculum Materials
Legal Information and Grievance Assistance

Call weekdays, 8-5. (800) 352-6578

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California Network on Sex Equity in Vocational Education

NEWSLETTER
APRIL-MAY, 1979

PERSPECTIVE: RECRUITMENT AND NON-TRADITIONAL VOCATIONAL EDUCATION PROGRAMS

During recent weeks the California Network has received a number of "HOTLINE" requests for information on programs that enable students to explore the possibility of preparing for non-traditional occupations. The first article in this issue of the Newsletter addresses the need for exploratory opportunities and recruitment programs by identifying vocational education program areas where enrollments are predominantly male or female. The "Educator's Workshop" section of the Newsletter describes several projects that focus on recruitment and may thereby serve as resources for ideas and strategies.

The "Legislative Update" section of the Newsletter summarizes new federal regulations on discrimination in vocational education programs.

ENROLLMENT DATA: 1972 and 1978

These figures are taken from a study prepared by Nancy Nazario for the California Occupational Information Coordinating Committee and from data provided by the State Department of Education.

Female Enrollment Percentages By Selected Course Areas

Program		Secondary Schools			Community Colleges		
		School Year			School Year		
		72-73	76-77	77-78	72-73	76-77	77-78
Agriculture	Total			31			34
Agriculture Production		26	35	36	18	26	40
Ornamental Horticulture		32	40	36	27	34	40
Distributive	Total			69			45
General Merchandise		60	73	73	38	37	41
Apparel & Accessories		90	87	93	75	82	80
Health Occupations	Total			86			74
Dental Assisting		100	98	95	92	97	96
Emergency Technician		22	36	32	18	24	31
Consumer & Homemaking	Total			80			82
Comprehensive Homemaking		89	83	80	87	87	78
Foods and Nutrition		83	67	69	92	87	83
Industrial Arts	Total			12			
Drafting			12	14			
Office Occupations	Total			80			60
Steno and Secretarial		95	87	92	89	88	91
Accounting and Computing		70	68	69	43	50	55
Technical Education	Total			41			20
Electronics Technology		10	5	28	3	9	10
Police Science		30	38	42	16	27	25
Trade and Industrial Occup.	Total			17			22
Automotive Services		3	7	5	1	4	5
Cosmetology		96	92	91	85	84	80

TOLL-FREE HOTLINE

In addition to providing further information on the articles published in this Newsletter, the California Network offers:

Resource and Curriculum Information
Legal Information and Grievance Assistance

Call weekdays, 8-5 (800) 352-6578

EDUCATOR'S WORKSHOP: RECRUITMENT

PROJECT E.V.E.: Equal Vocational Education

Project E.V.E. was funded in 1976-77 to develop strategies for recruiting young women into traditionally male vocational education programs on the secondary school level. During the year the project operated the numbers of female students enrolled in programs traditionally dominated by males more than doubled in nine schools.

The primary recruitment technique used by the project staff was an 80-90 minute classroom presentation, including:

- a game about sex stereotyping, "Does the Glass Slipper Fit?"
- a slide/tape presentation featuring young women in non-traditional occupations, entitled "All About Eve."
- three case studies on the theme, "Was This Woman Prepared for Her Future?"
- a presentation on women in the workforce, "What Is Your Future Work-Life Expectancy?"

Following the presentation the project staff met with students who indicated an interest in a non-traditional program. Subsequently these students were invited to visit the vocational classrooms, meet the teachers, and talk with women students already enrolled in the classes. In addition, contacts were established with feeder schools, brochures were developed and mailed to prospective students, and industry and union leaders were given the opportunity to participate in the program.

A detailed workbook on Project E.V.E. recruitment techniques is now available for $7.00 under the title: **Equal Vocational Education Manual**, by Fredell Bergstrom and Joseph Champagne.

Write: Institute of Labor and Industrial Relations
University of Houston
Houston, Texas 77004
(713) 749-3755

The slide presentation, "All About EVE," has been made into a 16mm film, and is available at the same address. Rental $15.00; Purchase: $60.00.

ELI WHITNEY HIGH: Recruitment Without Special Funding

Eli Whitney Vocational High School offers a full academic program as well as comprehensive vocational education courses. To recruit young women and men into non-traditional vocational programs, all 9th grade students are required to take an introductory vocational education course. During the year students spend several weeks in each of ten different vocational program areas, gaining exposure to and initial experience in a variety of fields.

Principal Nathan Mayron reports that the number of "non-traditional" enrollments in elective courses has dramatically increased since the start of the program.

The one-year exposure course is coupled with orientation meetings for parents and frequent contact with industry. The program requires no outside funding or special expenditures; it was accomplished through ingenuity, commitment, and cooperation on the part of teachers, administrators, parents, and students.

For further information, contact:

Nathan Mayron, Principal
Eli Whitney Vocational High School
257 N. 6th Street
Brooklyn, New York 11211
(212) 387-7658

Published Bi-monthly, September to June
Editor: Raymond T. Sparrowe

CALIFORNIA NETWORK on Sex Equity in Vocational Education
309 Santa Monica Blvd., #206, Santa Monica, CA 90401

PROJECT NEW FRONTIERS

Project New Frontiers matches students with persons working in non-traditional careers. Each student spends 3-6 hours on the job with her/his "match" talking about the work, about being one of few women (or men) in the field, and about experience in a non-traditional career. Special curricular materials are used in regular classes to supplement the students' "on-site" experience, and frequent conferences are held with students, and community resource people. In its first, 'pilot' year of operation, Project New Frontiers involved 40 students, however its impact has been extensive because of media coverage and community enthusiasm.

For further information, contact:

Heather Alberts, Project Director
New Frontiers
Pima County Developmental Career Guidance Project
545 North Camino Seco
Tucson, AZ 85710
(602) 296-2397

RECRUITING ROLE MODELS: WOMEN INSTRUCTORS IN TRADES

Recruitment and retention of women students in Trade and Industrial programs may be assisted by recruiting women instructors to teach in those areas and thereby serve as role models for the women students. San Jose City College has received funding to recruit, train, and assist women in qualifying as vocational education instructors in the trades. The project seeks to locate tradeswomen with at least three years of work experience in their trade area and a strong educational background. Women accepted in the program will receive assistance in becoming credentialed California Vocational Education Instructors; including guaranteed enrollment in a teacher training program, payment of tuition and fees, childcare, and placement assistance.

Further information is available from:

Sue Cobble
Women Instructors in the Trades
San Jose City College
2100 Moorpark Avenue
San Jose, CA 95128
(408) 298-2181 ext. 415 (8 to 5)

REQUEST FOR RESOURCE INFORMATION:

The Minority Affairs Institute has recently been awarded a contract from the State Department of Education to develop and disseminate a resource list of projects that address sex discrimination in vocational education. If you have any materials or provide any services related to the elimination of sex bias in vocational education, please contact:

Hortensia Hernandez
Minority Affairs Institute
21450-A Golden Springs Drive
Walnut, CA 91789 (714) 595-8495

LEGISLATIVE UPDATE: NEW VOCATIONAL EDUCATION GUIDELINES

The Department of Health, Education, and Welfare recently issued new guidelines for the enforcement of laws prohibiting discrimination in vocational education programs. The guidelines address discrimination on the basis of race, color, national origin, handicap, or sex. Under the new guidelines the state agency responsible for administering vocational education programs must:

- conduct periodic compliance reviews of local vocational education agencies and centers to determine whether unlawful discrimination occurs.
- notify the agency or center of steps it must take to correct discriminatory practices.
- provide technical assistance upon request to help identify and remedy discriminatory practices.
- report its activities and findings to the Office for Civil Rights.

The guidelines stress the requirement of various civil rights laws that affect local vocational education agencies:

- students, parents, employees, and the general public must be notified that all vocational opportunities are offered without regard to race, color, national origin, sex or handicap.
- a disproportionate enrollment of males or females, minority or nonminority, or handicapped persons requires the agency to take steps to insure that the disproportion does not result from unlawful discrimination in counseling activities.
- recruitment activities shall not portray vocational programs in a way that limits opportunities, and, where possible, recruitment teams should be composed of different race, sex, national origin, and handicap.
- any employer's request for students who are free of handicap or for students of a particular race, color, national origin, or sex cannot be honored by the agency.

These guidelines were published in the Wednesday, March 21, 1979, issue of the **Federal Register.** Further information is available from the Network: 800-352-6578.

GREAT EXPECTATIONS CONFERENCE

Offered by Orange Unified and Fullerton High School Districts, "Great Expectations" is a dynamic one-day experience about creating organizational change to eliminate sex bias in education. The $25.00 registration fee includes luncheon and materials. Date: May 12, 1979. Place: Grand Hotel, Anaheim. To register, contact:

Don Isbell
370 N. Glassell St.
Orange, CA 92666
(714) 997-6163

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California
Network on Sex Equity in Vocational Education

NEWSLETTER
JUNE/JULY 1979

EDUCATOR'S WORKSHOP
FOCUS: RESOURCES FOR ELIMINATING SEX BIAS

This issue of the Newsletter provides information on selected resources for eliminating sex bias and sex stereotyping in vocational education. Recent Federal legislation (Title II of the Educcation Amendments of 1976) requires each State Education Agency to develop plans for activities designed to overcome sex discrimination and sex stereotyping in all State and local programs. This includes providing incentives to encourage enrollment of both women and men in nontraditional courses and to develop model programs and exemplary materials that help reduce sex bias and sex stereotyping. The April/May issue of the California Network Newsletter was devoted to recruitment strategies for nontraditional courses. In this issue a number of resources for reducing sex bias in vocational education are highlighted.

Our selection of resource materials was based on several factors. First, we wanted to provide at least one resource for each of the four major groups involved in vocational education: students, teachers, counselors, and administrators. Second, we chose materials that address the effects of sex stereotyping on both men and women. Third, we selected resources that do not require major expenditures or outside funding. Fourth, we chose materials that are self-contained — not requiring special training, materials or expertise. A teacher, student, counselor, or administrator should be able to use each resource with a minimum of preparation and background. This listing is by no means exhaustive. If you would like additional information on other resources please call (800) 352-6578 (toll-free).

The Legislative Update section of this Newsletter reviews a precedent-setting Title IX case recently decided by the Supreme Court.

EXPANDING CAREER HORIZONS: Curriculum Materials

Expanding Career Horizons, a resource kit created by JoAnn Steiger and Arlene Fink, is designed to help both male and female students explore sex role stereotyping and career choice. It is composed of five instructional units:

- introduction to sex role sterotyping and career choice;
- labor force participation of men and women (students complete short sample interest inventories);
- sex bias in counseling and guidance (students complete sample interest inventories);
- federal laws prohibiting sex discrimination in employment (students act out courtroom mini-dramas based on actual court cases); and
- wages and the cost of living (students play a board game in which they experience the simulated reality of occupational choice, wages, and the cost of living).

The kit has been used by students in grades seven through fourteen. It is available from:

Curriculum Publications Clearinghouse
Western Illinois University
76B Horrabin Hall
Macomb, IL 61455

FINAL ISSUE OF THE NEWSLETTER FOR '78-'79

This issue of the Newsletter is the last for the academic year 1978-1979. It was funded under a one year contract by the State Department of Education in conjunction with the Chancellor's Office, California Community Colleges. Your comments and criticisms, if received by June 30, will assist us in preparing our final report.

Thank you,
Raymond T. Sparrowe, Editor

TRY IT, YOU'LL LIKE IT Student Guidebook

Try It, You'll Like It is a student's introduction to non-sexist vocational education. Written by Martha Matthews and Shirley McCune of the Resource Center on Sex Equity in Washington, D.C., this booklet is 57 pages long, and is intended for use by students at the secondary school level. It enables students to:

- explore their career interests by considering the opportunities for paid work and work in the home;
- understand the participation of men and women in various careers;
- evaluate whether vocational courses non-traditional for their sex may offer a means for pursuing their interests and developing necessary skills for future employment; and
- familiarize themselves with their legal rights to non-discrimination and equal treatment in schools and employment.

Try It, You'll Like It is available from:

Resource Center on Sex Equity
Council of Chief State School Officers
400 N. Capitol Street — Suite 379
Washington, D.C. 20001
Cost: $.50 on orders of 20 or more plus postage; $1.00 per single copy, postage included.

GREAT EXPECTATIONS: Staff Development

The training and resource materials used in the recent "Great Expectations" conference sponsored by Fullerton Union High School and Orange Unified School Districts are available for limited distribution. The training manual emphasizes awareness of the processes involved in eliminating sex bias in education:

- self-awareness, self-concept, and sex role development;
- effective communication and conflict resolution; and
- specific techniques for organizational change.

In addition to the materials used in the conference the manual includes a number of training exercises that were developed and field tested with students, teachers, and administrators.

A limited number of copies of the "Great Expectations" training materials are available for the cost of duplication and mailing from:

Kay Turley
2600 E. Nutwood
Fullerton, CA 92631

BEING A MAN: Instructional Activities

This booklet, prepared by David Sadker, provides a practical classroom based series of lesson plans on masculinity and sex stereotypes. It includes:

- a brief overview of male sex stereotypes;
- information on the costs to a man's physical and psychological health resulting from trying to live up to the male stereotype; and
- a series of lesson plans and a simulation game on masculinity and sex role stereotypes.

The pamphlet is designed for use with upper elementary through early high school grade levels. It is avilable from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock #017-080-01777-6, $2.10

TOLL-FREE HOTLINE

The California Network will continue to provide information on Sex Equity in Vocational Education **until June 30, 1979.**

Call weekdays, 8-5 (800) 352-6578

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TITLE IX SIGNPOSTS: Technical Assistance

Signposts is a technical assistance manual designed to help school officials and sex equity personnel in the implementation of Title IX. Developed by Project S.E.E. (Sex Equity in Education), the State Department of Education, the Resource Center on Sex Equity, and a number of State and local educators, the manual includes:

- section by section analysis and interpretation of Title IX, including both required and suggested action steps for State and local agencies;
- questions and answers typically asked about Title IX by educators;
- citations of case law relevant to each section of the regulations;
- a list of all documentation required for agency compliance with Title IX; and
- information on the procedures used by the Office for Civil Rights in enforcing Title IX.

Title IX Signposts will be available this summer from:

Barb Landers, Director
Project S.E.E.
California State Department of Education
721 Capitol Mall
Sacramento, CA 95814

TOWARD EQUITY: Strategies for Administrators

Developed by the California Coalition for Sex Equity in Education as a product of a Title IX training conference, **Toward Equity** is designed to:

- present information and strategies for developing basic skills in the areas of change, networking, and evaluation;
- answer the fundamental questions one might ask when delving into Title IX; and
- offer strategies, techniques, and specific action steps for use by educators in fostering sex fairness.

The manual includes strategy worksheets for vocational education personnel and a thorough resource bibliography.

It will be available in late summer or early fall from:

Education Development Center
55 Chapel Street
Newton, MA 02160
(price to be determined)

SEX FAIRNESS IN CAREER GUIDANCE:
Counselor's Learning Kit

Sex Fairness in Career Guidance is a learning kit developed by Linda Stebbins, Nancy Ames, and Ilana Rhodes. It is a self-administered curriculum for counselors, teachers, and students. It includes an orientation to sex fairness, recommendations for sex fair career guidance, suggestions for the interpretation and use of interest inventories, and a resource guide. The kit contains a 150 page manual, spirit masters, role play cards, and a prerecorded cassette tape. Write:

Abt Publications
55 Wheeler Street
Cambridge, MA 02138
$15.00 plus $1.50 shipping

LEGISLATIVE UPDATE

Title IX and Individual Legal Action

The question of whether an individual has the right to initiate and pursue legal action on the basis of Title IX was decided by the U.S. Supreme Court on May 14, 1979 in the case of Cannon v. University of Chicago. Ms. Cannon had applied to the Medical School at the University but was turned down. She brought suit, charging that her rejection indicated a violation of her rights under Title IX.

A lower court ruling said that because Title IX is enforced by the Office for Civil Rights an individual cannot take private action. When the case was brought before the Supreme Court, Ms. Cannon's attorneys argued that the penalty to an institution used by the Office for Civil Rights — the withdrawal of Federal funds — is so severe that it is seldom enforced. Therefore they maintained that individuals should be able to take action on their own behalf.

The majority opinion of the Court held that individuals may initiate private legal action under Title IX, and, by extension, under Title VI. It did not rule on the issue of whether Ms. Cannon actually was the victim of sex discrimination as prohibited under Title IX. That issue was returned to the lower courts for trial.

VOCATIONAL EDUCATION CONSULTANTS NEEDED

The State Department of Education invites women, minority persons, and other qualified candidates to take Civil Service exams for the following positions:

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- Business Education Consultant ($2070-2499/month)
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- Vocational Education Assistant II ($1884-2273/month)
- Vocational Education Consultant ($2070-2499/month)

Final filing dates are tentatively set for July or August, 1979. Send a letter of interest or resume to:

Donald Fowler
Assistant State Director of Vocational Education
721 Capitol Mall
Sacramento, CA 95814
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WHAT TO DO WITH YOUR GRIEVANCE

An Introductory Handbook
on Seeking Redress for
Sex Discrimination in
Vocational Education

California
Network on Sex Equity in Vocational Education

Steiger, Fink & Kosecoff, Inc.

WHAT TO DO WITH YOUR GRIEVANCE

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on Seeking Redress for
Sex Discrimination in
Vocational Education

By

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and
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September 1978

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Table of Contents

FOREWORD 1

I. WHAT ARE THE LAWS? 1

  A. TITLE IX 1

  B. TITLE VII 3

  C. TITLE II 4

  D. EQUAL PAY ACT 5

  E. EXECUTIVE ORDERS 11246 and 1375 5

  F. STATE LAWS 6

II. WHAT ARE MY OPTIONS? 8

  A. INFORMAL COMPLAINT 8

  B. FILING A GRIEVANCE 8

  C. FILING A COMPLAINT 11

    TITLE IX 11

    TITLE VII 13

    TITLE II 14

    EQUAL PAY ACT 14

    EXECUTIVE ORDERS 15

    STATE LAWS 16

  D. FILING SUIT 18

III. WHAT ELSE SHOULD SCHOOLS BE DOING TO FOSTER SEX EQUITY IN VOCATIONAL EDUCATION? 19

IV. WHO CAN HELP? 20

FOREWORD

George H. wanted to enroll in a family nutrition class but was told he could not because he did not have the prerequisite courses. Yet no prerequisites were listed in the course description and, as far as he could find out, women applicants were not asked if they had taken previous nutrition courses. What can George do?

Mary W. applied for a promotion to head of guidance and counseling. A man having less experience and fewer credentials than she was chosen, and she suspects sex discrimination. What can Mary do?

Most people are vaguely aware that sex discrimination is against the law, but the details seem hard to pin down. Several overlapping laws with complex regulations may apply to an individual case. The local institution may have an excellent in-house grievance procedure that should be used, or it may have a useless one which should be skipped. Perhaps a complaint should be filed with a federal agency. Then again, legal action through the courts may seem warranted.

The purpose of this handbook is to provide basic information to students, parents, employees and others involved with vocational education on the remedies available and procedures to be followed in cases of suspected sex discrimination. As such, this guide is not exhaustive but rather is intended to serve as an introduction to the subject. The following pages review provisions of applicable federal laws and outline steps that can be taken to seek redress.

For formal legal advice on seeking redress under these laws, the advice of a lawyer experienced in sex discrimination cases should, of course, be sought.

I. WHAT ARE THE LAWS

Over the last fifteen years a body of law has developed prohibiting sex discrimination in various aspects of education and employment. Major advances in federal law came in the early seventies with the passage of TITLE IX of the EDUCATION AMENDMENTS of 1972 prohibiting sex discrimination in education. In the same year, an amendment to TITLE VII of the CIVIL RIGHTS ACT of 1964 extended basic protection against discrimination at work to professional employees and employees of public institutions. Another step was taken in 1976 with the passage of a new vocational education law TITLE II of the EDUCATION AMENDMENTS OF 1976. This legislation charged vocational educators with taking positive steps to overcome sex bias, sex discrimination and sex stereotyping in all programs--a much broader mandate than that of the previous laws prohibiting discrimination.

Other federal laws and mandates affecting sex discrimination include the EQUAL PAY ACT of 1963 (also amended in 1972 to cover professionals) and EXECUTIVE ORDERS 11245 and 11375 which relate to federal contractors.

Individual states have also initiated anti-sex discrimination legislation. California has a state Fair Employment Practices Act and Equal Pay Act. The state recently enacted AB 803 which forbids sex discrimination in any program or activity receiving state financial assistance.

The following pages of Chapter I briefly describe the provisions of each of the above laws. Chapter II presents information concerning the steps one may take under each law to seek redress of grievances. Suggestions on how schools can foster sex equity in vocational education, beyond complying with the laws, are provided in Chapter III. The final chapter provides a list of state, national and local offices that can furnish additional information on sex equity in vocational education.

A. TITLE IX

Title IX states:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance...

The intent of the law is detailed and interpreted in the regulation developed by the U.S. Department of Health, Education and Welfare (DHEW) and is enforced by DHEW's Office for Civil Rights (OCR). Although containing a few specific exemptions (for example, religious institutions), the law prohibits sex discrimination in all aspects of educational programs including admissions to vocational, graduate, professional, and public undergraduate schools; access to courses and programs; counseling and guidance, athletics, student rules and policies; financial assistance; extracurricular activities; and employment.

Admissions and Access to Educational Programs

Title IX requires that there be no restrictions by sex in admission to vocational schools. Recruitment must not favor one sex, except when special efforts are needed to make up for past discrimination. Rules concerning marital or parental status may not differ by sex, and students may not be excluded because of pregnancy.

All courses and programs in the school--whether or not they receive federal funds--must be open equally to both sexes. While it is commonly known that this forbids a requirement such as, "all girls must take home economics and all boys must take industrial arts," it is not widely understood that a sex restricted course like "bachelor cooking for boys" is also against the law.

Support Services

Financial aid, extra curricular activities, regulations regarding student conduct, guidance and counseling, and job placement must all be non-discriminatory. Also, a school must not assist any organization that has discriminatory practices; for example, it may not honor an employer's request for cooperative education students of a particular sex.

All forms of financial aid--including student work-study jobs--must be free of sex discrimination.

Guidance and counseling come under particular scrutiny. If a class has a disproportionate enrollment of one sex (an informal rule of thumb is 80%), the school must act to assure that this skewed enrollment was not caused by sex bias in counseling or testing, and guarantee that materials utilized in these areas are not sex biased and do not require different treatment for each sex. (An exception can be made if different treatment is essential to eliminate sex bias that would otherwise occur.)

Employment

Employees of educational institutions receiving federal funds are covered by Title IX. However, there has been some controversy concerning this aspect of the law. In five states--Michigan, Washington, Kansas, Ohio, and Maine--judges have ruled that Title IX protection does not apply to employees. For example, in a dispute between the Romeo Community Schools (Michigan) and the U.S. Department of Health, Education and Welfare, a judge ruled that Title IX applied only to students. The Office for Civil Rights is appealing the case to a higher court. In the meantime, it is continuing to enforce the law with respect to employment in all areas of the country (including California) not directly under the jurisdiction of these particular court decisions.

In many ways, employee protection under Title IX parallels coverage afforded by Title VII of the Civil Rights Act of 1964 (discussed below). Since the question of Title IX employee coverage is unresolved, an employee claiming sex discrimination would do well to explore all of the options for redress under both laws.

Remedies and Sanctions

If discrimination is found, the school may be required not only to cease the discriminatory activity but also to take action to overcome the effects of past discrimination. For students denied access to a program, this could mean a special opportunity to enter and advance in that program. Sanctions that may be used include the termination of federal financial assistance to the school.

B. TITLE VII

Title VII of the Civil Rights Act of 1964, as amended in 1972, prohibits discrimination based on sex, race, color, religion, and national origin and applies to all public or private educational institutions whether or not they receive federal funds.

The Equal Employment Opportunity Commission (EEOC) enforces the provisions of this law which cover the following areas: discrimination in hiring* or firing; wages, fringe benefits, classifying, referring, assigning, or promoting; extending or assigning use of facilities; training, retraining, or apprenticeships; or any other terms, conditions or privileges of employment.

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*New regulations have been issued by EEOC prohibiting sex discrimination in testing for employment placement; cf. *Federal Register* v. 43, no. 166, p. 38290 (August 25, 1978).

The section of this law generating the most controversy concerns pregnancy. According to the original EEOC regulation, all employers who normally provided insurance benefits for temporary disabilities were required to equally cover pregnancy. The Supreme Court, however, has ruled (Gilbert v. General Electric Co., 97 S. Ct. 401; 1976) that the employer can choose an insurance plan covering some risks and excluding others and that the exclusion of pregnancy coverage is not illegal sex discrimination under Title VII. Efforts are underway in the U.S. Congress to amend Title VII to specifically require pregnancy coverage; but as of this writing, the Supreme Court ruling stands.

Remedies and Sanctions

Remedies may include reinstatement, hiring, promotion, back pay (limited to a period of two years preceding the complaint), fringe benefits, attorney's fees and court costs. A declaratory judgment may be issued clearly defining a given practice as a violation of Title VII and enjoining future discrimination.

C. TITLE II

Title II of the Education Amendments of 1976, the federal vocational education law, approaches the sex bias problem from a different angle. Rather than prohibiting discriminatory behavior--an area already covered by Title IX--it mandates that states take affirmative action to foster sex equity. Detailed requirements are established for the State Education Agency, but each state has considerable discretion in translating these requirements into directives for local education agencies.

California has established a number of requirements for educational institutions, including the following:

- A self-assessment guide, sent to schools receiving federal funds for vocational education, must be completed and kept on file. In addition, all community colleges and a 25% sample of secondary districts must return the completed guide to the state office accompanied by a copy of the college or district's Title IX self-evaluation and affirmative action plan, along with an account of any pending Title IX or Title VII grievances or complaints.
- All applications for discretionary vocational education funds from the state must address the sex bias and stereotyping problem.
- All state vocational education assessment activities must include components evaluating the extent to which local school districts and colleges are taking steps to overcome sex bias, sex discrimination and sex stereotyping.

D. EQUAL PAY ACT

The Equal Pay Act of 1963, as amended by the Education Amendments of 1972, prohibits any discrimination based on sex in wages (including overtime, sick and vacation pay) and fringe benefits.* In early years, some employers attempted to skirt this law by defining job categories very narrowly and declared, for example, that "janitor" and "housekeeper" were two different jobs justifying different wage scales. But the courts have held that jobs need not be identical, just essentially equivalent, for purposes of comparison under this law. To be considered equivalent, two jobs must be substantially equal in skill, effort and responsibility and involve similar working conditions. The Equal Pay Act is enforced by the Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor.

Remedies and Sanctions

Awards may include up to two years of back pay--or three years if there has been willful discrimination--plus compensatory damages or interest equal to the back pay award, attorney's fees and wage increases.

E. EXECUTIVE ORDERS 11246 and 11375

Not laws, but rather mandates by the President of the United States, these executive Orders prohibit discrimination in employment by all employers having contracts with the federal government in excess of $10,000. A contractor with 50 or more employees and a contract of $50,000 or more is required to develop a written plan with goals and timetables for increasing women employees if they are underrepresented. The Office of Federal Contract Compliance Programs, Employment Standards Administration, U.S. Department of Labor enforces these orders.

Remedies and Sanctions

In cases of sex discrimination, the contracting federal agency may cancel, terminate or suspend any contract or part of it, and the contractor may be prohibited from receiving future federal contracts.

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*Under old rules, some differences in insurance and pensions were allowed based on actuarial differences by sex; proposed new regulations would prohibit any difference by sex with regard to wages and fringe benefits; cf. Federal Register, v. 43, no. 166, p. 38030 (August 25, 1978).

F. STATE LAWS

California AB 803, which became law in 1977, reads, in part, as follows:

> No person shall, on the basis of ethnic group identification, religion, age, sex, color, or a physical or mental disability, be unlawfully denied the benefits of, or be lawfully subject to discrimination under, any program or activity that is funded directly by the state or receiving any financial assistance from the state.

A further stipulation of the law requires state agencies administering state funded programs to take active measures to stop funding to those violating these provisions. The California educational code is directly affected by this legislation, and currently the State Department of Education is preparing regulations to enforce this law throughout California.

In addition, numerous elements of the State Education Code have been revised in recent years to prohibit sex discrimination in specific activities. For a full listing of these, contact:

Legal Office
State Department of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 445-4694

The California Fair Employment Practices Act, originally enacted in 1959 and later amended, is a broad statute prohibiting sex discrimination in all aspects of employment. In part, it states:

> It is hereby declared as the public policy of this state that it is necessary to protect and safeguard the right and opportunity of all persons to seek, obtain, and hold employment without discrimination or abridgement on account of race, religious creed, color, national origin, ancestry, physical handicap, medical condition, marital status, or sex.

This law also creates the State Fair Employment Practice Commission which serves to administer and enforce this Act.

The California Pay Act (California Labor Code Section 1197.5) is part of the broader ban of sex discrimination provided by the Fair Employment Practice Act (FEPA). However, this statute, specifically regarding wages, is administered and enforced by the Division of Labor Standards Enforcement of the Department of Industrial Relations (DIR). The major intent of the law is contained in the following passage from it:

> No employer shall pay any individual in the employer's employ at wage rates less than the rates paid to employees of the opposite sex in the same establishment for equal work on jobs the performance of which requires equal skill, effort, and responsibility, and which are performed under similar working conditions, except where such payment is made pursuant to a seniority system which measures earnings by quantity or quality of production, or a differential based on any bona fide factor other than sex.

In addition, this law requires employers to maintain records of the wages and wage rates, job classifications, and other employment terms and conditions for a period of two years.

II. WHAT ARE MY OPTIONS?

If sex discrimination in violation of one or more of these laws is suspected, several alternative actions can be taken.

A. INFORMAL COMPLAINT

An immediate option to counter any suspected discrimination is through informal discussions with those in authority. Perhaps, for example, the principal of the school does not realize that a teacher is preventing girls from enrolling in an auto-body course or that a counselor is ridiculing boys interested in cosmetology programs. Informally bringing these practices to the attention of the principal, the Title IX coordinator,* or the office of the superintendent of schools may result in a speedy solution. This procedure can be used to resolve problems covered by any of the laws discussed above.

Advantages and Disadvantages

The advantage of using the informal complaint process is the possibility of immediate remedy. In contrast, the formal procedures, described below, take varying lengths of time, sometimes years, to produce results. If those in authority are responsive, the informal route can yield the desired results at the lowest cost for all concerned.

The disadvantage is that the complainant is entirely dependent on the awareness and good will of the authorities. Frequently the informal approach simply does not work.

B. FILING A GRIEVANCE

INTERNAL GRIEVANCE PROCEDURE

The regulations for Title IX mandate that each school establish and publish a formal internal procedure for the "prompt and equitable" resolution of grievances. Those eligible for filing a grievance include students, employees and their representatives. Any charge of sex discrimination could be handled through this avenue. The filing procedure varies from school to school, but generally consists of a sequence of steps such as the following:

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*Title IX requires that each institution appoint a person to be responsible for coordinating Title IX activities and notify all students and employees of the coordinator's name, office address and telephone number.

Filing

The person alleging sex discrimination files a written grievance (either with the use of a specified form provided by the Coordinator or on plain paper) including his or her name, address, date and nature of the alleged violation, and the names of those responsible for the violation. Additional written information concerning requested corrective action or relevant background information should be included. The grievant may request the Title IX Coordinator to help in preparing the written grievance.

Timeliness

The regulations state only that the procedure must be prompt. Schools may interpret this by setting deadlines for each procedural step. For example,* the grievant may have to file his or her complaint within 60 days of the occurence of the alleged Title IX violation. The respondent--that person against whom the grievance is filed--then may have to be notified by the Title IX Coordinator within five days of the filing of the grievance and, in turn, may have an additional five days to submit a written grievance answer.

Hearing

Depending on the institution's own particular procedures, the grievance may then be handled by a hearing officer (administrator, governing board, or other) at an informal hearing with the presence of both the grievant and the respondent as well as any appropriate witnesses. Written decisions are provided which delineate the nature of the resolution. If the grievant is dissatisfied with the decision, he or she may appeal it. A person filing a grievance or assisting in the filing of one may not be subjected to discharge, suspension, discipline or harrassment for having used the grievance process. Such harrassment is, itself, a violation of Title IX.

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*This example is taken from McCune and Matthews, Title IX Grievance Procedures: An Introductory Manual, Resource Center on Sex Roles in Education, Washington, D.C.

Advantages and Disadvantages

The advantage of using the internal grievance procedure is that it can lead to quick redress while providing an opportunity for a formal record to be made. One's willingness to formally protest may cause authorities to take an accusation much more seriously than they would if it were merely made informally. Further, successful formal precedents can be set which may help individuals in the future, an important feature the informal process cannot provide.

The major disadvantage is that the process may not work as intended. Because each internal grievance procedure is determined by the local school, its provisions can be either too vague or contain such nonspecific deadlines that the grievant may not perceive it as a viable option. Further, those making the decisions may be influenced by individuals responsible for the discriminatory practice or may themselves be opposed to anti-sex discrimination laws. Thus an internal review may find no discrimination where an outside investigation would find that there has indeed been a violation of the law.

UNION NEGOTIATION

If the education agency or institution is unionized, sex discrimination may be incorporated into the contract as one of many labor practices to be covered by the general grievance procedures. The negotiation process typically begins with informal discussions between employer and employee and then may proceed to more formal hearings at higher administrative levels. If no agreement can be reached through such negotiations, an outside party or an arbiter is called in to settle the differences. Unlike negotiations pertaining to other labor practices protected by union contracts, those concerning cases of alleged sex discrimination must apply standards as outlined by the Title IX and Title VII regulations. The purpose of the negotiation is to identify noncompliance with the regulations by the institution in an effort to protect the individual's legal rights. It is not the regulations which are being negotiated; rather, it is the institution's manner of complying with them. Utilizing negotiation to handle a sex discrimination charge can be useful, but it is a limited method that is unavailable to non-unionized schools and to students. Moreover if a school's employee grievance procedure is included in a union contract, a separate procedure for students must be established.

Advantages and Disadvantages

The advantage of using the negotiation procedure depends on the strength of the union. A powerful union may help an individual receive faster and more adequate relief than he or she would receive alone or as a member of an *ad hoc* group.

The major disadvantage is that the union leadership may have other priorities and give sex discrimination problems short shrift. On some occassions unions have even been ready to trade away employees' legal rights (a move that is, of course illegal).

C. FILING A COMPLAINT

The procedure for filing a formal complaint with the responsible enforcement agency varies with each law. The following pages will deal with each in turn.

TITLE IX*

An individual or group may file a complaint of a Title IX violation directly with the Office for Civil Rights (OCR) whether or not the internal grievance procedure is used.

Who Can File?

One need not personally be a victim of discrimination to file a complaint. Parents, community organizations or interested citizens may also seek a DHEW investigation. A victim fearing harassment may prefer to file as a member of a group or have a group file in his or her stead.

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*This section is adapted from "Anyone's Guide to Filing a Title IX Complaint" by The Project on Equal Education Rights, 1029 Vermont Ave., N.W. Suite 800, Washington, D.C. 20005

0268

Deadline

The complaint must be filed within 180 days after the discrimination occurs. If the discrimination is a continuing practice--such as operating a work exploration program in which certain jobs are closed to boys or girls--one can file a complaint at any time.

Format

The complaint may be filed in a simple letter to the Office for Civil Rights. Complaints concerning schools in California should be sent to the following address:

Office for Civil Rights, DHEW
Region IX
100 Van Ness Ave., 14th Floor
San Francisco, CA 94102
(415) 556-8586

The letter must contain the following information:

1. The name and address of the school district, college or other institution alleged to be discriminating;
2. A general discription of the person or persons suffering from discrimination. (Although names and addresses are not required, they are helpful.);
3. The approximate date of discrimination;
4. The name, address and if possible, telephone number of the person filing the complaint;
5. A sufficiently detailed description of the problem to allow the reader to understand what happened;
6. Any additional information such as documents or names of individuals who could clarify the situation.

Investigation

DHEW is required to inform the complainant of the progress of the investigation, providing evidence uncovered that runs counter to the complaint so that the complainant can respond to it. A formal "letter of findings" at the end of the investigation, and, if requested, copies of DHEW's correspondence with the school concerning what must be done to correct any violations found, must be provided.

There is a sizable backlog of complaints. DHEW is under court order to eliminate this backlog, but there will most likely be a delay in processing a new complaint. The complainant should be prepared to persevere.

Disclosure

The identity of a complainant is supposed to be kept confidential unless the information must be disclosed during the course of the investigation. A complainant interested in privacy should stress this in the original letter of complaint.

Advantages and Disadvantages

The main advantage of filing a complaint with OCR is that it brings external pressure to bear on the institution to correct discriminatory practices. If the authorities have been resisting change, the knowledge that a complaint has been filed can lead to a breakthrough. The investigation itself can increase faculty awareness of Title IX requirements, and DHEW can ultimately require that changes be made under penalty of loss of all federal funds to the school.*

The major disadvantage is that the process currently involves lengthy delays. A complainant might do well to use the internal grievance and the complaint procedures simlutaneously so that both timeliness and clout can be maximized.

TITLE VII

A person with a problem of sex discrimination in employment may be better able to achieve redress under Title VII of the Civil Rights Act of 1964 than under Title IX for two reasons. First, the employment section of Title IX is under attack in the courts (see page 3). Second, there is now an extensive body of precedent for Title VII cases that does not exist under Title IX. This may help, depending on the case.

Who can file?

Like Title IX, Title VII allows for complaints to be filed by an individual, a group or a third party on behalf of others.

Deadline

The complaint must be filed within 180 days of the act of discrimination.

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*The school is entitled to a hearing before funds can actually be cut off. The regulations regarding this process are the same as those for Title VII of the Civil Rights Act of 1964.

Format

The complaint should be filed with the Equal Employment Opportunity Commission (EEOC) on a sworn complaint form the Commission will provide. For complaints regarding California employers, write to:

Equal Employment Opportunity Commission
300 Montgomery St., Suite 740
San Francisco, CA 94104
(415) 556-1775

Disclosure

The name of the complainant will be revealed to the employer charged with discrimination when the investigation is made.

Investigation

Often the complaint is referred to a state or local fair employment agency. If the local agency fails to act within 60 days, the complaint is returned to the EEOC. There is a serious backlog of complaints with the EEOC, and in recent years, time required for resolution has averaged 30 months. Not every complaint is investigated. Often the agency simply issues a "right to sue" letter, allowing the indivi-ual to pursue the issue himself or herself through the courts. Even if the complaint is investigated and attempts to obtain voluntary compliance fail, the EEOC will often choose not to take the case to court but rather will issue a "right to sue" letter at that point.

TITLE II

Because TITLE II differs in purpose from the other laws discussed here, enforcement also is quite different. A violation would consist of a failure to implement the law as intended. In the case of a local violation, it should be reported to the State, either to the Vocational Education Unit, State Department of Education or to the Chancellor's Office, California Community Colleges. Any lack of implementation at the state level should be reported to the U.S. Commissioner of Education. If the Commissioner finds, after reasonable notice and an opportunity for a hearing, that the State has neglected to substantially comply with the law's requirements, payments may be stopped until satisfactory compliance is achieved.

EQUAL PAY ACT

If the discrimination suffered has to do with inequality in pay or fringe benefits based on sex, the complainant may do well to file under the Equal Pay Act of 1963. This route has two advantages. First, and most important, there is almost no backlog, and the complaint will usually be investigated within 90 days of filing. Second, the name of the complainant is kept confidential unless a suit must be filed in court.

Who may file?

An individual or group may file on their own behalf or on behalf of another.

Deadline

For non-willful discrimination, a complaint must be filed within two years of the occurence. For willful discrimination, the limit is three years.

Format

The complaint may be filed by telephone or letter; no special form is required. It should be filed with the local office of the Wage and Hour Division, Employment Standards Administration, Department of Labor, which can be found in the telephone book under "United States Government, Labor Department." The address of the headquarters office is:

Wage and Hour Division
Employment Standards Administration
Department of Labor
Washington, DC 20210

Investigation

The investigation may be informal. The division may or may not inform the school that there has been a complaint.

EXECUTIVE ORDERS

In cases of discrimination in employment by contractors to the Federal government, complaints may be lodged with the Department of Labor's Office of Federal Contract Compliance Programs (OFCCP). However, the OFCCP has in the past delegated this authority to eleven federal agencies and little enforcement has actually taken place. The operations are being reorganized and this route may become more promising. For additional information write to:

Office of Federal Contract Compliance Programs
Employment Standards Administration
Department of Labor
Washington, DC 20210

STATE LAWS

In cases in which a citizen believes portions of the State Education Code prohibiting sex discrimination are being violated, action should proceed from the local, to the county, to the state level. The first formal step would be to call the attention of the local Board of Education to the provisions of the State Code. If satisfactory redress cannot be achieved, the legal office at the county level should be notified. Ultimately, the issue may have to be resolved in Sacramento.

California Fair Employment Practices Act

In cases of alleged sex discrimination in all areas of employment, an employee may file a complaint with the State Commisssion on Fair Employment Practices. (Note however, that, an employee is also covered under Title VII of the federal legislation and may choose to file directly with EEOC, cf. pp. 13 and 14.)

Who May File?

Any person claiming to be aggrieved by an unlawful employment practice may file.

Deadline

The complaint must be filed within one year of the act of discrimination. If discrimination is realized after the actual date it occurred, then a sixty day extension is granted on the filing limitation.

Format

The complaint can be filed with any local office of the Division of Fair Employment Practice in the Department of Industrial Relations, on a form provided by the Division. To obtain such a form, write to:

Division of Fair Employment
Practices
Box 603
San Francisco, CA 94101

Investigation

The procedure may vary slightly from office to office. The initial investigation is made informally with the goal of reaching a negotiated settlement, should a violation be found. If a violation is found and negotiations fail, a written accusation is issued. The charges must be answered at a hearing, held within 90 days of the issuance of the accusation. If the Commission then determines that there has been an unlawful employment practice, it issues an order requiring the employer to "cease and desist" from the practice and take certain actions such as rehiring or paying back wages. The complainant has the right to request a "letter to sue" thirty days after the complaint has been filed with the Division of Fair Employment Practices and go to court privately as an alternative course of action.

Remedies and Sanctions

The employer is required to make restitution for benefits lost because of discrimination. These may include: back wages, retroactive increases, accrued fringe benefits and seniority.

California Pay Act (California Labor Code 1197.5)

An employee with a complaint of sex discrimination in the payment of wages may file with the Division of Labor Standards Enforcement of the Department of Industrial Relations.

Who May File?

Any enployee or group of employees who feels that the wages paid are less than those entitled to under Section 1197.5 may file.

Disclosure

The name of the employee shall be kept confidential until the validity of the complaint is established or unless such confidentiality must be broken in order for the Division to investigate the complaint.

Format

The complaint is filed on a complaint form provided by and returned to:

Department of Industrial Relations
Division of Labor Standards Enforcement
Box 603
San Francisco, CA 94101

Investigation

The department or division, on the basis of an investigation showing sex discrimination, may prosecute a civil action on behalf of the employee or group of employees to recover unpaid wages. A civil action to recover wages must begin no more than two years after the occurence of the charged discrimination.

D. FILING SUIT

One of the options that may be available to a victim of sex discrimination is a private law suit. The right of the individual to sue under Title IX has not yet been established. Cases are currently working their way through the courts and a Supreme Court ruling should be made on this issue within the year.

Under Title VII, the complainant may request a "right to sue" letter from the EEOC as soon as the complaint is filed or, if the case is deferred to a state or local fair employment agency, at the end of the 60 day deferral period. Suit must be filed within 90 days after the receipt of a right to sue letter or notification by the EEOC of the conclusion of its proceedings.

Under the Equal Pay Act, the complainant may choose either to sue privately or to allow the Wage and Hour Division to handle the complaint.

Anyone considering a private suit should seek out a law firm with experience in the area of sex discrimination and follow the advice of competent counsel.

III. WHAT ELSE SHOULD SCHOOLS BE DOING TO FOSTER SEX EQUITY IN VOCATIONAL EDUCATION?

Beyond the specifics spelled out in State requirements, schools should be taking a variety of positive steps to overcome sex stereotyping in vocational education programs. These may include such things as in-service training for staff on sex bias issues, establishment of special recruiting and guidance and counseling programs to encourage students to enroll in programs not traditional for their sex, review of all curriculum materials for sex bias, day care for students' children, special help for displaced homemakers, and cooperative work with employers to increase non-traditional placements.

Information on available resources to assist the schools in implementing such practices are available from a number of sources within California and nationally. A few of these are referenced on the following pages.

IV. WHO CAN HELP?

A number of agencies, public and private, can provide additional information to California citizens with questions concerning sex discrimination in vocational education. The following list gives the names and addresses of a number of these agencies, and a note about the work of each.

STATE

California Network on Sex
 Equity in Vocational Education
309 Santa Monica Blvd., Suite 206
Santa Monica, CA 90401

(213) 394-9791

This project, funded by the California State Department of Education in cooperation with the Chancellor's Office, California Community Colleges, will staff a toll free call-in line weekdays 8-5, beginning in the Fall, to answer questions concerning sex discrimination in vocational education and provide information on ways to overcome sex stereotyping.

Project SEE (Sex Equity in Education)
California State Department of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 322-7388

This project housed within the State Department of Education and supported with federal funds and State in-kind contributions, offers responsive services, communications updates, technical assistance and coordinating activities for sex equity advocates.

Vocational Education Equity Project
Rm. 327 Education Classroom Building
California State University,
Fullerton, CA 92634
(714) 870-3141

This project, funded by the California State Department of Education in cooperation with the Chancellor's Office, California Community Colleges, designs and coordinates in-service training workshops for educational personnel concerning the sex equity provisions of TITLE II of the EDUCATION AMENDMENTS of 1976.

NATIONAL

Project PEER
(Project on Equal Education Rights)
1029 Vermont Ave., N.W., Suite 800
Washington, DC 20005
(202) 332-7337

A project of the National Organization for Women's Legal Defense and Education Fund and supported by grants from private foundations, PEER monitors the implementation of TITLE IX across the country. Their publications include "Anyone's Guide to Filing a TITLE IX Complaint" and "Breaking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your School."

Resource Center on Sex Roles in Education
National Foundation for the Improvement
of Education
1201 16th St., N.W., Suite 701
Washington, DC 20036
(202) 833-5426

The Center has developed a variety of technical assistance materials for TITLE IX implementation under grants from the federal government. Publications include " A Student's Guide to TITLE IX" and "Title IX Grievance Procedures: An Introductory Manual."

National Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

Among the resource lists developed by the Center on the sex equity issue are: "Resources on Eliminating Sex Role Stereotyping in Vocational Education" and "Resources and Referral Mini-List."

Women's Educational Equity
 Communications Network
Far West Laboratory for
 Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103
(415) 565-3032

Supported by the U.S. Office of Education, this Network collects and disseminates information on activities and research related to women's educational equity.

LOCAL

Local women's centers, branches of organizations such as the National Organization for Women and civil rights groups can also supply valuable information.